

Winter 1983

MHC TODAY

75

*years of excellence
in higher education*

*The 75th Anniversary
Mary Washington College
1908-1983*

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A Message from the Chairman of the 75th Anniversary Commemoration Committee

On October 24, 1981, the Board of Visitors of Mary Washington College at its regular meeting passed two resolutions as follows:

Regarding the Seventy-Fifth Anniversary of Mary Washington College

WHEREAS Mary Washington College was founded on March 14, 1908, with the signing by Governor Claude A. Swanson of legislation establishing at Fredericksburg, Virginia the State Normal and Industrial School for Women, . . . which in 1972 was renamed Mary Washington College; and

WHEREAS, on March 14, 1983, Mary Washington College will have been founded for seventy-five years;

THEREFORE BE IT RESOLVED, That The Rector and Visitors of Mary Washington College do hereby declare the year 1983 as the Seventy-Fifth Anniversary Year of the College.

Regarding the Establishment of a Seventy-Fifth Anniversary of the College Committee

RESOLVED By The Rector and Visitors of Mary Washington College that a Seventy-Fifth Mary Washington College Anniversary Committee be promptly appointed by the Rector of the College to serve through 1983, with the responsibility for designing, coordinating and supervising a comprehensive program of anniversary events and activities in recognition of the Seventy-Fifth Anniversary of Mary Washington College . . . and with the present Rector of the Board serving as Chairperson thereof.

It is my distinct honor and very pleasant duty to serve as chairman of the Mary Washington College Seventy-Fifth Anniversary Commemoration Committee to plan special College events and activities throughout 1983 in honor of the founding of the College on March 14, 1908.

Immediately following the passage of the two resolutions, the chairman and president met regularly to make preliminary plans and to select a committee.

Twenty-five committee members were chosen, representing the Board of Visitors, the College administration, faculty, students, alumni, the foundation and the community. From the group, 12 subcommittee chairmen were appointed; the remaining 13 were placed on the various committees. A kickoff dinner/planning meeting was held at Belmont on Tuesday, March 16, two days following Founders Day. Each subcommittee chairman then added appropriate persons to his/her committee as needed. Finally, more than 100 people have been involved in planning the activities.

Numerous meetings and work sessions have been held regularly with the committee and the subcommittee chairmen, as a group as well as individually. On December 2, the final 1982 meeting of the Anniversary Committee was held at which time completed plans and programs with dates were submitted. A calendar was prepared with all events and dates established, beginning with the gala Founders Weekend, March 11-14, and concluding with the finale on Saturday, December 3, 1983.

Numerous events have been planned throughout 1983, including academic, cultural, civic and social activities. It is hoped that many alumni and friends will join the College in this great celebration.

In this special edition of MWC TODAY, the staff is presenting a continuing history of the College as represented by its five illustrious presidents—its beginning, its growth and change, its mission and its academic superiority.

It is hoped that the many friends of Mary Washington College will join the alumni as this issue of MWC TODAY revives many pleasant memories of their years at the College as it prepared them for their life's work and where they made many life-time friends, learned to love the College, to appreciate its beautiful campus, and to establish values and develop a commitment to learning.

The committee urges you to follow the calendar of events presented elsewhere in this issue and return to the campus many times during 1983 to participate in the various activities.

My best wishes to you for a happy Seventy-Fifth!



Katherine E. Hopper

*Katherine Edmondson Hopper
Chairman, Seventy-Fifth Anniversary
Commemoration Committee*

MWC TODAY

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The sincere gratitude of the editor and the authors of the articles on the presidents is extended to Edward Alvey, Jr., from whose book, The History of Mary Washington College 1908-1972, valuable information on the lives of the presidents and the courses of their presidencies was obtained.

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The Senator 1908

An Epic Struggle—Fight for Existence

By John Goolrick

The Fredericksburg Daily Star said rather gushily in its front page story of Tuesday, Sept. 26, 1911, "The student body consists of as bright, attractive and earnest an aggregation of young women as can be found in the state."

But the city on that day had reason to be proud, for it marked the formal opening of the new State Normal and Industrial School for Women at Fredericksburg.

About 110 young women were initially enrolled—the Daily Star duly noted all of their names—and there was no speechmaking or ribbon cutting on this particular day. That would wait until later. For now it was time to get on with the business of educating young ladies to play roles as teachers and to pursue other careers.

But the coming of the new school—an institution that later became Mary Washington College—to Fredericksburg was not something that happened without much work and struggle.

After the turn of the century, some members of the Virginia General Assembly became concerned that the only institution in the state devoted exclusively to the training of teachers for public schools was the Normal School for Women at Farmville. Demand was exceeding supply, and it was obvious one or more new schools would be needed.

The question was where to locate any such new schools. A number of prominent citizens in Fredericksburg, including State Sen. C. O'Connor Goolrick, felt the city would make an ideal location. Finally, at the 1908 legislative session it boiled down to a choice between Harrisonburg or Fredericksburg.

An epic struggle resulted, with the Senate finally choosing Harrisonburg and the House of Delegates picking Fredericksburg. For a while the deadlock appeared to threaten the establishment of any new school. But with the aid of Gov. Claude Swanson, backers of both cities added amendments to the appropriation act which would allow new schools in each of the localities.

Some legislators strongly opposed this strategy, arguing that the state could not bear the financial burden of two new schools. Debate was vigorous on both sides, and when votes were taken in the



State Senator
C. O'Connor Goolrick

House and Senate, the two-school concept passed by razor-thin margins in both. The new school at Harrisonburg, of course, eventually became James Madison University.

Though \$200,000 was eventually appropriated for the school at Fredericksburg, the initial appropriation for the biennium was small and, even when supplemented by funds provided by the city of Fredericksburg, was not enough to allow a building program to start immediately.

But by passage of the appropriations act on March 14, 1908, the General Assembly had put in motion the machinery for the Fredericksburg school, and Governor Swanson selected a board of trustees.

The board's first task was to select a suitable site and, as O'Connor Goolrick recalled later, a controversy developed over whether to choose flat land at the city's northwest or the high ground west of the city on what is known as Marye's Heights. The cost of building on the high ground would be more than on the flat land, said those who

advocated fiscal prudence. But finally, as Goolrick recalled, a majority of the board, while recognizing the high ground site would be more expensive, decided it would lend more beauty and dignity to the institution.

Some 45 acres were acquired initially, and by 1910 the legislature had appropriated enough money so that construction of Frances Willard Hall began. By the time the school opened in 1911, it had one dormitory and one administration building and a faculty of 15. The first president of the school was E. H. Russell.

O'Connor Goolrick—an uncle of the author of this article—was a prominent Fredericksburg lawyer who always regarded the legislation establishing the school at Fredericksburg as the most significant of his career in the Senate. He recalled in later years, after Mary Washington College had become one of the state's most prestigious schools, that the battle had been fiercely waged. He was particularly pleased at the compromise he helped engineer which gave the states not one but two fine schools which still flourish today.

John Goolrick is a reporter for The Free Lance-Star in Fredericksburg. He is the nephew of O'Connor Goolrick, who fought for the establishment of Mary Washington College in Fredericksburg.

The First President 1908-1919

Gathering the Basic Necessities

By Janice Conway '84

In the opening years of the nineteenth century, Virginia awakened to the educational movement that was already developing in the South. Public education would serve as the means of ensuring the progress and future of the state. To achieve these results, however, Virginia would have to establish additional state-supported institutions for women.

Many state educators recognized the need for expanded facilities for educating women on the college level, but the public was slow to accept the idea. As a compromise, they accepted the notion of preparing women for teaching through the normal school pattern. Though the State Female Normal School at Farmville, founded in 1884, represented the first state institution of higher learning for women in Virginia, the founding of the State Normal and Industrial School for Women at Fredericksburg in 1908 put the educational operation into full swing.

To administer a college so essential to the educational development of the state, the governing body of the Normal School at Fredericksburg appointed an experienced educator who was keenly aware of the unjust situation that had prevailed in higher education for women. Approximately two months after the founding of the school, Edward Hutson Russell was unanimously selected as the first president of the institution.

Born in Petersburg on November 26, 1869, Russell attended Henrico County public schools and Richmond City High School. Following his graduation from VMI in 1891, he studied law at Richmond College until he became attracted to the teaching profession, which he developed into a career for the next 30 years.

Russell served as principal for Pulaski schools, as commandant at Fishburne Military Academy, and later as superintendent of schools in Bristol. In 1905, he became a member of the State Board of Public School Examiners for Eastern Virginia. It was during this period that Russell founded and conducted the Summer School for Teachers at Fredericksburg.

This variety of experience provided Russell with a full understanding of the educational system at work in his native state. In addition, his role in conducting the summer school program at Fredericksburg pro-



Edward H. Russell

vided him with the insight necessary to the preparation of teachers.

From his appointment in May of 1908, until the opening of the first session of school in September 1911, Russell concentrated his efforts on the basic necessities of the new institution—selection of a site, construction of a campus, and the assembling of a faculty.

By mutual agreement of the citizens of Fredericksburg and the governing board of the proposed institution, a 45-acre site was chosen on Marye's Heights, overlooking the city of Fredericksburg and the Rappahannock River Valley. Although this site proved costly to develop, the historic "Normal Hill" was chosen to lend beauty and dignity to the new institution.

To enhance this natural beauty of the campus, Russell authorized the construction of two buildings—"large, convenient, handsome, and equipped with all modern conveniences." The dormitory, later named Frances Willard Hall, was constructed in

the shape of the letter H to provide sufficient lighting and floor space to each room.

In addition to the individual accommodations, the dining hall, the infirmary and a variety of administrative offices were also located in the building.

The administration building, later named Russell Hall, and now known as Monroe Hall, also enhanced the campus with its attractive cross-shaped architecture, and provided a variety of services for the students. In addition to classrooms, laboratories, and administrative offices, the building housed the auditorium, the post office, and gymnasium—complete with pool and locker room facilities.

The entire faculty was appointed prior to the opening session of classes. While the school was being constructed, President Russell opened an office in downtown Fredericksburg, where he interviewed faculty candidates. By the spring of 1911, the board had approved all faculty appointments. Members were selected on the basis of their experience in the Virginia public school system. Of this initial faculty of 15, 11 held college degrees; only one held a graduate degree. At this time, Russell's board set September 26, 1911, for the opening of the school's first session.

Despite the pessimism of those who did not think construction would be complete, the State Normal and Industrial School at Fredericksburg opened its doors on schedule, filled to its capacity of 110 students. Admission to the new teacher-training school was competitive. Due to the limited accommodations, some applicants were refused admission. The 1911-12 College catalog, the *Bulletin*, required that students be at least "fifteen years old, of good moral character, and have a thorough knowledge of the subjects taught in grammar grades of the public schools." Students were encouraged to complete the high school course of study before applying to the Normal School; however, this admission requirement proved to be quite flexible. Students were classified and placed into courses according to their preparation.

President Russell structured two courses of instruction, tied to the qualifications of the entering students. The "regular" course was actually 2-4 years of high school level instruction. As more high schools were es-



The Russell Literary Society was a popular organization during the College's early days. Students met twice weekly to debate, hear speakers, put on dramatic skits and review books.

established in Virginia, Russell hoped to reduce the course by two years. The "professional" course resembled the standard two-year normal school course, pursued after four years of high school preparation. It entitled the student to the Virginia professional teaching certificate issued by the State Board of School Examiners. Included within this course of study was extensive training in general education, methodology, and, most importantly, student teaching. Even from these early days, student teaching, in cooperation with the Fredericksburg City Public Schools, served as an integral part of teacher training.

The College's first president was enthusiastic and energetic. Though he realized that the normal school idea was the best approach to higher education for women in 20th century Virginia, he knew this idea was limited. He believed that the demand for school teachers would diminish, producing an eventual decline in the normal school's importance. Russell's goal was to supplement the normal school curriculum with classical, commercial and industrial courses. Thus, with the aid and support of his board of trustees, Russell incorporated these goals into the curriculum.

Student costs during the Russell era were extremely modest. Since the purpose of the new school was to prepare Virginians for service in the public schools, tuition was free to all state residents who intended to teach at least four sessions. The few out-of-state students and Virginians who were not preparing to teach were charged \$15 a term, \$30 for the session. All residential students were charged \$67.50 a term, \$135 a session, for room and board.

In addition to these academic and economic concerns, basic to any public institution, especially one in its infancy, President

Russell made a conscientious effort to create and maintain the highest social standards. According to the 1911-12 *Bulletin*, discipline was considered to be "the cultivation of the practice of self control." At the Fredericksburg Normal School, students were expected to create "such an atmosphere and spirit as will cultivate an easy and natural desire for the best ideals in life." A typical example of this "best ideal" was the standard set for clothing. The Normal School discouraged "the wearing of costly, gaudy and extreme styles of dress." Clothing of simplicity and modesty was required of all students.

Though the school was not affiliated with any single church, Russell extended his policy of discipline to religious worship. Students were expected to attend some church, preferably the choice of their parents. The local churches were eager to support this requirement and sponsored various forms of entertainment—dinners, socials, programs, receptions, concerts and speakers—to support the religious effort.

In addition to these activities, the school sponsored a variety of extracurricular activities. Athletics, especially basketball and tennis, played a major role in life at the new institution. Similarly, clubs ranging from regional clubs to subject clubs, from walking clubs to musical clubs, provided the students with a wide variety of activities. Production of the student publication, the *Battlefield*, and the establishment of the Student Government Association extended student involvement in College affairs. Perhaps the strongest influence on student activities was the location of the new school. Situated mid-way between Richmond, Va., and Washington, D.C., travel to the cultural and social activities in these cities was frequent. Faculty members eagerly spon-

sored trips to the two cities for plays, concerts, and other events.

Thanks to the concerns and efforts of Edward Russell and his faculty, the students developed a warm relationship with them. To show their appreciation for the faculty, students paid tribute to each of them in the *Battlefield*. President Russell received the following verse in 1914:

Mr. Russell is a great man;
Mr. Russell is a pearl;
Mr. Russell rules our school
And is loved by every girl.

We go to Mr. Russell
When home we want to go;
He tells us all to hustle,
And you bet that we're not slow.

We even ask Mr. Russell
If we may have a beau,
For everything is all right
If Mr. Russell says so.

After a time, Russell's ambitious efforts to establish the new school weakened him physically, and on May 9, 1919, ill health forced him to resign the presidency. He left the institution with his personal good wishes for the faculty and students. Russell's contributions will never be forgotten. For more than a decade, President Russell gave his never-ending support, concern, and enthusiasm to the development of this Fredericksburg addition to the normal school system of Virginia. To this day, Russell is remembered and honored by Russell Hall, a dormitory built and dedicated to his memory in 1965.

Janice Conway is a junior at MWC and serves as Editorial Assistant for "MWC Today."

The Second President 1919-1928

An Era of Change and Growth

By Janice Conway '84

"The Chandler Era"

There was something regal about his loyalty to the college. He lived its life; he breathed its atmosphere, and died beloved by it. His enthusiasm over any improvement for the college was not to be resisted, and no child ever looked with more anticipation to the coming of the Christmas tide than he to the coming of each opening day . . . President Chandler's heart was in everything connected with this institution, and his lips never ceased to sound its praises. Truly his motto was "Speak a good word for your college wherever you go."

—Mr. W. N. Hamlet

To most, it was no surprise that Algernon Bertrand Chandler, Jr. was elected by the board to fill the presidential chair vacated just a month earlier by President Russell. Serving initially as professor of Latin, his contributions to the growth and development of the school were such that after just three years he was promoted to dean. Similarly, his efforts and familiarity with the school as dean adequately prepared Chandler for the presidency in 1919.

The years preceding his service to the College confirmed Chandler's capabilities as a scholar, educator and administrator. Born in Bowling Green, Va., in 1870, he attended the University of Virginia for his undergraduate and graduate degrees. Following his studies in Charlottesville, Chandler studied law at Washington and Lee University, after which he joined his brother in Atlanta to practice law. After just a few years, however, Chandler abandoned the legal profession to pursue his interests in the education field.

Chandler's teaching career began in the private schools. He taught at the Locust Dale Academy, Nolley's School for Boys, and Miss Eller's School for Girls. He entered public school work as principal of the Clifton Forge Grade and High School and later as superintendent of the Richmond Public Schools. Chandler also served as a professor of English at the Virginia Mechanic's Institute and as conductor of the state Summer School for Teachers in Fredericksburg. In the year prior to his joining the faculty of the Normal School, Chandler was the Virginia State School Examiner. He also wrote the Virginia Supplement to



Algernon B. Chandler, Jr.

Frye's *Grammar School Geography*, edited the school page of the Richmond News Leader, and served the Virginia Teacher's Association as vice president.

Chandler's assumption of the presidency of the Fredericksburg Normal School signaled the beginning of an era of change, initiated by the governing board of the Virginia normal schools. The board resolved in 1918 to eliminate unnecessary duplication of specialized departments in the normal schools. Consequently, the Fredericksburg Normal School developed an assigned four-year commercial course, and offered the only physical education major within the Virginia normal school system of the 1920s.

As a result of these changes, aimed at a more structured program of teacher training, the normal school idea began to outgrow itself. Pressure was growing to convert the normal schools into teachers colleges, and in 1924 the General Assembly altered the name of the Fredericksburg State Normal and Industrial School for Women to the Fredericksburg State Teachers College. In accordance with this

change, Chandler strengthened admission standards to require that applicants either graduate from accredited high schools or successfully pass entrance examinations.

This step eventually eliminated the high school curriculum at the Fredericksburg college. Instead, the College offered a two-year and a four-year program. Graduates of the two-year program received a special teacher's certificate, issued by the State Board of Education, which was applicable to primary and grade school teaching. The four-year program granted a B.S. in education and a regular Collegiate Professional Certificate from the state. This certificate applied to teaching on the secondary or commercial education levels.

To accommodate these changes, Chandler enlarged his faculty to more than twice its original 13 members. The student body had also grown from the initial 110 to more than 500 students, and required additional facilities. Thus, the president proposed enlarging the original two-building campus, and during his administration, an open-air theatre, a student activities building, and the Virginia Hall dormitory were constructed. In addition, the Betty Lewis Apartments on Sunken Road were leased to the College for dormitory purposes.

Chandler combined academic and physical change with the improvement of the student teaching program. Student teaching had become an integral part of the education curriculum, required of all students seeking a degree in education. As a result, President Chandler sought to improve the facilities for student teaching. In addition to on-campus training, he initiated cooperative agreements with the city and various rural county school systems, so that their schools could be used for training purposes. Under such agreements, the College agreed to partially fund the cost of supplies and salaries for the supervisory teachers. However, the occasional misunderstandings that arose between the school systems and the College staff over various student teaching practices imposed a strain on these agreements.

Chandler was most interested in constructing a separate building on campus for the sole purpose of student teaching. According to his proposal, this building could be operated and controlled by the College

and supported by funds from the city and county school systems as tuition for the pupils who attended. Chandler's recommendation was approved by the General Assembly in January 1928. The building opened at the start of the 1928-1929 session and was named appropriately, Chandler Hall.

The Campus Training School or the College Heights High School, as it was variously referred to, enrolled more than 400 students from elementary through high school levels. Under the direction of a supervisor, the student teachers had full responsibility for teaching classes each quarter. They were also assigned added responsibilities as sponsors of extracurricular activities. Due to Chandler's efforts in developing this student teaching program, the students received excellent practical teaching preparation.

In the midst of all the changes of the Chandler era, student life was also altered. Chandler chose to enforce discipline with rules and regulations that touched virtually all activities, from hours of study, relaxation and sleep to walks on campus, trips to town and conduct on dates. From Monday through Friday, the hours between 7:15 p.m. and 10 p.m. were designated for studying, followed by a brief recreation period from 10 p.m. to 10:30 p.m., silence from 10:30 p.m. to 10:45 p.m. and "lights out" at 10:45 p.m. The schedule was somewhat more relaxed on weekends; however, dates were required to leave by 10 p.m., and lights were out by 10:45 p.m.

Trips to town were limited during the day and even more so in the evening. Often limitations were imposed on the basis of class, from freshmen to seniors. However, riding in automobiles was severely restricted to rides with family or faculty, and to "approved" or "hired vehicles." Meals in town were similarly limited to "approved establishments." This was due in part to the rules imposed for the dining hall, which required regular attendance and neat appearance at all meals. Failure to abide by any of these rules resulted in further restrictions, suspension or dismissal from the College.

To produce all these changes within his term as president, Chandler followed a very rigorous schedule, but according to Molly Coates, an administrative secretary during the period, "President Chandler, a rather plump, smallish man, was almost always the picture of cheerfulness despite the many problems always facing him." Eventually, however, the numerous responsibilities had a pronounced effect on Chandler's health. On Thursday, September 10, 1928, the 58-year-old president suffered a fatal attack of apoplexy on his way home from work at the College.

President Chandler's death was a shock to the College as well as to the Fredericksburg community. In addition to his work at the College, Chandler had served Fredericksburg as president of the Rotary Club and the Chamber of Commerce. Together, citizens of the College and the community



Most students received teacher training in Chandler Hall, above, which drew grade school and high school students from the Fredericksburg area.



An early academic procession outside Monroe Hall.

assembled in the school auditorium on October 14 to pay tribute to the late president. Here they recognized Chandler for his faithful service, his numerous improve-

ments to the College, and the "distinctive school spirit" which would continue to represent his contributions to the institution, long after his death.

The Third President 1929-1955

"The President Who Built the Place"

By Porter R. Blakemore

Although each of the five presidents of Mary Washington College has made his own peculiar contributions to the development of the institution, perhaps none has left an imprint so distinctive or so pervasive as Morgan Combs. During his lengthy tenure, the school's physical plant was improved commensurately with its academic status, as the College evolved from a small, state-supported liberal arts college to one of the finest state-supported liberal arts colleges for women in the South. Yet, because of the controversy and discord which surrounded the end of his administration, much of his distinguished record of accomplishment has unfortunately been obscured.

Succeeding Algernon B. Chandler, Jr., as president of Fredericksburg State Teachers College, Combs brought impressive credentials to his new position. Born on June 11, 1892, and reared on a farm in Southwest Virginia, Combs at the age of 17 began teaching in the public elementary and secondary schools of his home area, ultimately becoming a principal, notwithstanding his lack of a college degree at the time. Eventually enrolling at the University of Richmond, he received his A.B. degree in 1917. He subsequently earned an A.M. degree from the University of Chicago in 1922, and a master's and a doctor's degree in education from Harvard in 1926 and 1927 respectively. While pursuing formal training, Combs also gained practical experience in the field of education. Having served as superintendent of schools in Buchanan County from 1917 to 1922, he went to work at the State Department of Education, first as the Assistant Supervisor of Secondary Education from 1922 to 1923, then as the Supervisor of Secondary Education from 1923 to 1926. While at Harvard he taught for a year as a professor of secondary education at Boston University. At the time of his selection as president of Fredericksburg State Teachers College, he was serving as Director of Research and Surveys for the State Department of Education.

An additional asset which Combs brought to the College was unrelated to his academic credentials. It so happened that he was a cousin of E. R. "Ebbie" Combs, one of the most powerful members of the so-called "Byrd machine," the Democratic



Morgan L. Combs

political organization which dominated state affairs throughout the entire period of Combs' presidency. It is reasonable to assume that Combs' kinship with so influential a member of the Commonwealth's political hierarchy did the College no harm in its relationship with the General Assembly. In any case, the presidential nominating committee was so favorably impressed with Combs that no other candidate was recommended to the State Board of Education.

On January 3, 1929, the 35-year-old Combs took office. He lost no time in improving the quality of the institution, focusing his attention first on the faculty. At the time, only three members of the faculty held doctoral degrees, while several held no academic degree at all. Within three years eleven held the Ph.D., and all but two held master's degrees. Combs constantly encouraged faculty members to work toward attaining their terminal degrees, and gave preference in the hiring of new faculty to those who had already earned their doctorates.

A primary reason for Combs' interest in improving the quality of the faculty was his desire to secure accreditation for the College from the Association of Colleges and Secondary Schools of the Southern States. The association had rejected an application for accreditation in December 1927 because faculty salaries were too low and training was inadequate. Building upon the efforts of his predecessor, Combs was able to eliminate these deficiencies to such an extent that the College received unconditional accreditation in December 1930.

In addition to emphasizing faculty development, President Combs worked to improve the size and quality of the student body. In the fall of 1929, a mere 432 students were enrolled at the College, even though the only academic requirement for admission was graduation from an accredited high school. During Combs' tenure, enrollment increased to nearly 1,600, while at the same time admissions standards were made more rigorous. By the early 1940s, applications for admission so exceeded the number of available spaces that preference could be given to those students who ranked in the upper half of their graduating class.

As enrollment steadily increased during the Combs era, so too did the need for additional physical facilities. Unquestionably, the construction of such facilities was one of Combs' most salient accomplishments—an achievement all the more astounding since much of it was wrought during the straitened economic conditions of the Great Depression.

Physical plant improvements began with the construction of a new dining hall, Seacobeck (named after an earlier Indian village located on the site), which opened in 1931. By that time the need for additional housing facilities had become acute. Unable to secure adequate financing from the Commonwealth, President Combs successfully took his case to the federal government and, under the aegis of the Public Works Administration, received a grant which made possible the construction of the Tri-Unit dormitory. Completed in 1935, the new structure comprised three buildings, each named for a notable woman in American history: Ball, for Mary Ball Washington, mother of George; Custis, for

Mary Ann Randolph Custis Lee, wife of Robert E. Lee; and Madison, for Dolly Payne Madison, wife of James Madison. The 1930s also witnessed the construction of Westmoreland Hall dormitory (again assisted by PWA funds) and the renovation of the Campus Training School. The architectural beauty of Ball Circle was enhanced during this time by adding facades to Chandler and Virginia Halls designed to match that of Ball.

The construction of two buildings in particular during the 1930s—an administration building and a library—clearly revealed Combs' administrative acumen. In 1938, as the result of persistent pleading by the College's president, the Virginia General Assembly authorized \$150,000 for an administration building—far short of the requisite amount. Later that year, however, the PWA (obviously a prime benefactor of the College during the New Deal era) provided the needed funds, and construction commenced on what was to be George Washington Hall. This development prompted Combs to request that the \$150,000 already allocated for the administration building now be utilized instead for a badly needed library. This ploy, with the support of Combs' influential friend, former Governor E. Lee Trinkle, resulted in securing the necessary funding for the project. The new library, which opened in the fall of 1940, was named for Trinkle in recognition of his interest in education in general and his support for the College in particular.

The advent of World War II interrupted the burgeoning program of construction and affected the College in a variety of other ways as well. Fifteen faculty members were granted leaves of absence to permit them to serve either in the military or in the government, while a number of others simply resigned their positions in order to serve. The students and remaining faculty involved themselves in the war effort through such activities as selling war bonds, organizing first-aid units in the dormitories, and serving as lookouts from atop George Washington Hall to detect violations of nighttime blackout restrictions. During the early months of the war, when there was a perceived threat of enemy air attack, juniors and seniors worked in two-hour shifts to maintain an aircraft spotting station. Yet, despite these activities, the academic life of the College suffered only minimal disruptions as a result of the overseas conflict.

With the end of the war, the College's development proceeded apace. It was during the immediate postwar period that the College acquired three important properties. One was Framar, a lovely brick house with over seven acres of surrounding land, purchased from a local physician in 1946 for \$125,000. This was an important acquisition, for it enabled the College to extend its land holdings all the way to William Street. The house itself was used for two years as the official residence of the



President Combs posed with Colgate W. Darden, Jr., in this 1944 photo. Darden, former Virginia governor, was then president of the University of Virginia.

College president, before being converted into a dormitory.

Two significant historical properties were also acquired around this time. Brompton, together with approximately 170 acres surrounding the mansion, was purchased from the Rowe family of Fredericksburg in 1946 at a cost of \$71,000. The College immediately began a thorough renovation of the house, and in 1948 it became the official home of the president. In the meanwhile, Trench Hill, directly across Hanover Street from Brompton, was also acquired, along with some seven acres of land. Named for the Confederate earthworks constructed on the site during the Civil War, Trench Hill was used during the remainder of Combs' presidency as a residence hall for academically gifted students.

New construction abounded on campus in the early 1950s. Projects included an infirmary building, appropriately named in honor of Hugh Mercer, a noted patriot who practiced medicine in Fredericksburg during the Revolutionary War, and a commodious multi-purpose edifice named after Ann Carter Lee, wife of General "Lighthouse Harry" Lee and mother of Robert E. Lee. Classroom space was concurrently expanded with the construction of a handsome fine arts center, the front unit of which was named Jessie Ball duPont Hall in honor of the closest living relative of Mary Washington; the north unit in honor of John Garland Pollard, a former governor of Virginia; and the south unit in honor of Gari Melchers, a prominent early 20th-cen-

tury American artist whose last 16 years were spent in nearby Falmouth. The final major construction projects of the Combs years were two spacious dormitories, Mason and Randolph Halls, completed in 1954. The former was named for Ann Thomson Mason, mother of George Mason, the author of the Virginia Bill of Rights; the latter for Martha Jefferson Randolph, daughter of Thomas Jefferson and wife of Thomas Mann Randolph, governor of Virginia from 1819 to 1822.

In addition to the sweeping program of capital construction, the physical plant was improved during the Combs administration by a number of lesser projects which served purposes either practical or aesthetic. These included a new heating plant, additions to the dining hall, attractive entrance gates, and a quaint log cabin. At the same time extensive landscaping greatly enhanced the beauty of the campus.

As the physical appearance of the campus changed dramatically during the Combs era, so too did the academic character of the institution. The metamorphosis began in 1935 when the State Board of Education authorized Fredericksburg State Teachers College to begin offering the bachelor of arts degree; only the bachelor of science degree had been granted previously. This change was deemed necessary to compensate for the fact that Virginia had no state-supported liberal arts college for women. Thereafter, students at the College who pursued a liberal arts curriculum, which included a foreign language requirement, could receive the B.A. degree, and could choose from new majors in history, English, foreign languages, social science, mathematics and science.

Once the academic program at the College was broadened to include the B.A. degree, the Combs administration began to contemplate changing the name of the institution to reflect more accurately the new diversity of academic offerings. Combs himself felt that the school needed a name that was not only more distinctive—there were nearly a hundred state teachers colleges in the United States at that time—but one that was less prescriptive, since the College was, in fact, no longer solely a teachers college. (Indeed, according to the 1938-39 catalogue, teacher preparation was not even the main purpose of the institution.) The name which seemed to meet with almost everyone's favor was Mary Washington College, to honor George Washington's mother, who spent most of her adult life in Fredericksburg. A bill to that effect was passed handily in both houses of the General Assembly during the 1938 session. When the act was signed by Governor James H. Price on March 9, 1938, Mary Washington College officially came into being.

Another development of profound importance to the institution was also in the offing at that very time. As early as 1928 it had been proposed that one of the state



During the September 1951 cornerstone laying for the new fine arts center, President Combs presented a trowel to Mrs. Jessie Ball duPont.

teachers colleges be converted into a liberal arts school for women and that such school be associated with the all-male University of Virginia. After lengthy consideration by a committee of the State Board of Education, Fredericksburg State Teachers College was the institution selected to be aligned with the University. Although the reorganization was approved by both houses of the General Assembly, it was opposed by Governor John Garland Pollard on the grounds that the requisite funds to effect the merger could not then be spared from the Commonwealth's Depression-depleted treasury. The issue remained in abeyance for 11 years until a Commission on the Consolidation of Colleges, appointed by Governor Colgate Darden, resurrected the plan, whereupon a merger bill was re-introduced and passed by the General Assembly. With the signing of the bill by Governor Darden on February 22, 1944, the College became known officially as Mary Washington College of the University of Virginia.

Under terms of the consolidation, Mary Washington retained its own president, but overall responsibility for the school's affairs

was transferred from the State Board of Education to the Board of Visitors of the University, which was expanded accordingly by the addition of four female members. The president of the University, under the new system, served as chancellor of Mary Washington College.

President Combs and his counterpart in Charlottesville, John L. Newcomb, worked diligently to carry out the terms of the merger. Committees appointed at both institutions submitted similar impact studies which, upon approval by the Board of Visitors, served as the basis for the new academic arrangement. The consolidation brought positive dividends for Mary Washington College, including higher admissions requirements, improved academic standards, and the recognition of a more prominent role of the faculty in College affairs. Indeed, the affiliation with the prestigious University may well be considered one of the most significant developments in the history of the College to that point.

By the early 1950s, Morgan Combs had presided over the affairs of the College for more than 20 years, and could survey the

accomplishments of his tenure with justifiable pride. Moreover, the vast changes wrought during his administration were carried out in an atmosphere remarkably free of dissension. There were, to be sure, a few discordant incidents—including, most notably, a 1934 episode in which students threatened to strike to protest new restrictions on leaving campus—but such occurrences were, by and large, rare during Combs' presidency. Whether attributable to the less contentious nature of the times, or to the personal character and administrative skill of Combs himself, Morgan Combs, throughout nearly all of his career at the College, generally enjoyed the loyal support of students, faculty, and alumnae.

Sadly for the College, as well as for Combs personally, this harmonious situation began to erode badly during his final years in office. The genesis of the problem appears to have been new rules for student dress and conduct at the outset of the 1953-54 session. Thought by many students to be overly restrictive, the rules led to increased animosity between students and the administration. Exacerbating the



President Combs (far left, second row) posed with the 1944 Board of Visitors, after the merger with University of Virginia.

situation was the concomitant decision by President Combs to require student waitresses in the dining hall to wear uniforms—a move which he advocated as part of an overall attempt to improve the management of the College's food service. Announcement of this seemingly innocuous policy led to a protest which resulted in the dismissal of one of the dining hall hostesses who, in seeking redress, brought the matter to the attention of the Board of Visitors. After investigating the whole affair, the Board, in February 1954, recommended an administrative reorganization whereby Combs, as president, would retain responsibility for "construction and development, solicitation of funds and related matter," but would be relieved of authority over "faculty relations, student relations, curriculum, internal budget and control." Those functions would devolve upon the dean of the College, Edward Alvey, and the bursar, Edgar Woodward.

Although Combs initially accepted this ad hoc arrangement, it was destined to last little more than a year. Having become increasingly disenchanted with the unusual

tripartite administrative setup, Combs appeared in December 1954 before the Mary Washington College Committee of the Board of Visitors to charge that a conspiracy had been fomented against him by the chairman of the committee and by certain members of the College faculty and staff. Meeting subsequently, the Board of Visitors decided that, in the best interest of the College, Combs must be removed as president, and on April 9, 1955, voted to do so.

Thus came to an end, on a sad and unfortunate note, the estimable career of one of the most significant individuals in the history of Mary Washington College. The personal tragedy was compounded by the later revelation that by the time of the acrimonious affair, Combs was suffering from leukemia, which may well have impaired his ability to deal appropriately with the administrative crisis which beset him. His health deteriorated rapidly following his removal from office, leading to his death on October 25, at the age of 64.

An editorial in the Richmond News Leader two days after his death lauded Combs' career at the College. Taking due



A quaint log cabin was built during Combs' presidency to acquaint students with outdoor skills. The cabin is still used for picnics by modern-day student groups.

note of the controversy which had so recently surrounded his departure from office, the newspaper took care to put the episode into proper perspective. "The mistakes of a few months," said the editorial, "should not be permitted to obscure the labor of a lifetime, nor should a proud, unbending man be remembered primarily in Mary Washington's annals as the president who was kicked out: *He was the president who built the place.*"

And so he was, as a survey of the campus even today attests. As Edward Alvey, who served long as dean of the College under Combs, noted in his *History of Mary Washington College*, the tribute to Sir Christopher Wren in St. Paul's Cathedral provides an appropriate commentary on the character of Morgan Combs' contribution to the College: *Si monumentum quaeris, circumspice*—"If you seek his monument, look about you."

Porter R. Blakemore is
Assistant Professor of History at MWC.

The Fourth President 1956-1974

The Liberal Arts Tradition

By Carlton R. Lutterbie, Jr.

Not long after his arrival at Mary Washington College, the barbed-wire-topped chain-link fence that bordered Sunken Road came down, the counter and locked cabinets in his outer office were replaced by comfortable chairs, drapes, and bookshelves, and the faculty committee system was revised to allow greater faculty participation in College decision-making. Minor changes, perhaps, but harbingers of an openness, a communicative spirit, a new sense of freedom and responsibility, and an atmosphere of purposeful innovation which were to characterize the Simpson years.

A former dean of the College, Reginald W. Whidden, once noted that Grellet C. Simpson came at a time when the College was in search of an identity. Mary Washington had come through a period of bitter dissension among students, faculty, and administrative officers, and needed a strong sense of direction. President Simpson provided this leadership. Coming from a family prominent in Virginia educational circles and having been a teacher and dean at a small, denominational college for men with a solid liberal arts tradition, he had clearly conceived goals, the ability to articulate them, and the talent to arouse student and faculty support of them.

Born in Norfolk and educated in Virginia's public schools, Grellet Simpson received his A.B. from Randolph-Macon College in 1930. He taught English at Randolph-Macon Academy in Bedford and at Randolph-Macon College in Ashland for several years before taking his M.A. (1936) and Ph.D. (1949) from the University of Virginia. Aside from four war years spent as a field supervisor for the American Red Cross, he continued to teach English at Randolph-Macon, moving swiftly through the ranks from instructor to full professor and director of counseling (actually, dean of students). In 1952, though continuing to teach one or two courses, he became dean of the faculty.

Such was his status when a Mary Washington College committee, appointed in May 1955 by the Board of Visitors of the University of Virginia, compiled a list of 137 names, worked its way down to six, and finally settled unanimously on Grellet C. Simpson as Mary Washington's fourth



Grellet C. Simpson

president. He assumed office on February 1, 1956, and was inaugurated in a three-day celebration in October of that year.

The tone and direction of Simpson's administration were clear from his first months, when he asserted his unequivocal belief in the liberal arts tradition. It was not a body of knowledge or a fixed curriculum that he endorsed so much as an educational process—an open, democratic exchange of ideas among students and faculty. His emphasis fell not on the studies but on the students. As he told a Founder's Day audience on April 13, 1956, it is not the subjects studied but the point of view that evolves from such study that determines whether the process has been worthwhile: "The concept of the liberal arts must be dynamic not static, democratic not aristocratic."

He later called the liberal arts "a marvelous and wondrous odyssey of education . . . an experiment which must concern itself with questions of meaning, questions of standards and traditions, and questions of value, including moral, ethical, and even

spiritual values." The liberal arts college for President Simpson was a place for "liberation not indoctrination." "Training the mind, rather than stocking it, is the important thing," he said in a 1958 *Bullet* interview.

And if the liberal arts process was more important than the body of studies, it was also, for President Simpson, more important than the ends to which it led—an opinion under frequent attack today by career-minded students. The validity of an undergraduate liberal arts education, he insisted, "is not based on what is to follow necessarily; it can be an end in itself."

The measure of President Simpson's belief in the philosophy of a liberal education lay not in his words, however, but in the workings of his administration. In his dealings with students, for instance, whether over social or academic matters, he encouraged freedom of thought and expression, reminding them, of course, of the responsibilities attached to such freedoms. Imposed government was replaced by self-government in many cases; for, as Simpson emphasized, the important lessons for students lay in obeying the "unenforceable," accepting for themselves the necessity of responsible conduct.

For students, the most visible manifestation of this belief was the overdue relaxation of social regulations. Students were permitted to smoke in various campus locations, to drink in their dormitory rooms, to enter and leave their dorms at any time, and to have friends of the opposite sex visit in their rooms during certain hours. Furthermore, dormitory residents could decide certain of their own social regulations, for, as Simpson said, "Conditions in which everyone lives the same way are as unrealistic as you can get."

The dress code eased gradually, allowing at one point Bermuda shorts, slacks, or pedal pushers to be worn on campus—though not to class—and moving by the end of President Simpson's administration to the abolition of the entire code.

New academic freedoms and responsibilities were also accorded students. Class attendance and the scheduling of final examinations became matters of student choice, and representation in departmental meetings offered new channels for the voicing of student opinion.



Mary Washington College Homecoming 1983

Diamond Jubilee May 20-22



Reunion Classes:

Golden Club 1913-1932; 1933, 1938, 1943, 1948, 1953, 1958, 1963, 1968, 1973, 1978 and 1983

Non-Reunion Classes

All folks from non-reunion classes are most cordially invited to attend and share the reunion experience with their contemporaries. To help offset ever-increasing printing and postage costs, the only registration form you will receive will be in this edition of "MWC Today." Please tear it out and mail it back to the Alumni Office. A special form is included if you are just coming for Saturday's tours and luncheon.

Let's Celebrate

This year (1983) Mary Washington College celebrates its seventy-fifth anniversary, which is why the theme is "Diamond Jubilee." The theme will be used throughout the weekend to help bring back memories of a great 75 years. The coffee house on Friday night will feature music through the decades. There are rumors that some classes will have live performances. The program at the annual meeting will help us relive exciting and memorable times at MWC. Several 75th Anniversary commemorative items will be on sale throughout the weekend, and the new alumni house, Trench Hill, will be dedicated Saturday during lunch.

Accommodations in Residence Halls

Because it was so successful in 1982, homecoming will again be celebrated after the students have left campus. This affords us the opportunity to use residence halls for accommodations, which makes a less expensive weekend and gives you more time with your friends. The halls used will be ones arranged in suites for maximum privacy and will be used to house alumni, spouses and adult guests. The stated fee of \$10 per night (double occupancy) includes sheets, towels and soap. If you want a specific roommate (spouse, classmate, friend, etc.) make sure you indicate the name on your registration form. Arrangements can be made for suitemates and names should also be indicated on the registration form. We will try to arrange roommates and suitemates to your specifications as closely as possible; however, there will be no guarantee after April 16.

Get in Touch With Your Friends

If you are wondering if any of your old group will be there, why not encourage them to join you? The Alumni Office will help you find old classmates if you would like to organize a retreat back to campus. If you will send us as much information as you know about the person you are looking for, we will attempt to find his/her address and get it back to you.

Alternative Accommodations

For those with small children, or otherwise desiring hotel luxury, we would suggest that you make reservations at one of the following hotels in Fredericksburg:

Thunderbird Inn
I-95 and Rt. 3 West
Fredericksburg, Va. 22401
703-371-5050

For reservations toll free dial "1" & then 800 528-1234

Sheraton Fredericksburg Motor Inn
I-95—Off Route 3
Fredericksburg, Virginia 22401
703-786-8321

Registration Fee

All alumni participants must pay the \$22 registration fee to participate in the reunion activities. Organizational and administrative costs are offset by this registration fee. Homecoming activities are totally self-supporting so that funds will not be taken away from other needs of the College. Postage and printing costs are very high as are labor charges. In addition, we will be able to provide recreational facilities for guests and many of the organizational niceties that would otherwise have to be omitted. Note the \$5 discount in registration fee for registration prior to April 16.

Outline Schedule of Events

(SEE SPRING ISSUE OF MWC TODAY FOR MORE COMPLETE DETAILS)

FRIDAY, MAY 20

4:00- 9:00 Registration in Residence Halls
7:00-11:00 Coffee House in Seacobeck
7:00- 9:00 The MWC Foundation will host a reception for the 25th (1958) and 50th (1933) reunion classes and the class with the highest total contribution as of May 1.
Overnight accommodations available in residence halls

12:00- 2:00 Lunch on the Lawn and Dedication Ceremony at Trench Hill
2:30- 4:00 Class meetings
4:00-Until Class Parties as planned by your class agent
4:00- 5:30 Bus Tour of Fredericksburg
6:30- 8:00 Individual Dinners at Seacobeck
8:00-12:00 Dance sponsored by Fredericksburg Chapter with Levin Houston's Orchestra
Overnight accommodations available in residence halls

SATURDAY, MAY 21

8:00-11:00 Registration in Residence Halls
8:00-10:00 Individual Breakfasts at Seacobeck
8:30-10:00 Golden Club Breakfast
8:30-10:00 Walking Tour of campus or Bus Tour of Fredericksburg
10:30-11:30 Annual meeting of the Alumni Association (Location TBA)

SUNDAY, MAY 22

8:00-10:00 Individual Breakfasts at Seacobeck
8:00-12:00 Check-out in Residence Halls
9:00-10:30 Bus Tour of Fredericksburg

Anniversary Year Project Underway

The Mary Washington College Alumni Association has responded to numerous inquiries by authorizing the preparation of its first fully researched alumni directory. The publication will be an interesting and valuable reference volume for alumni who wish to know where their friends are and what they are doing now.

The Bernard C. Harris Publishing Company, Inc., of White Plains, NY, has been selected as the official publisher after a thorough review of this firm's extensive experience and success. The project will be undertaken at virtually no cost to Mary Washington College. The Harris Company has contracted to compile, publish, and market the directory, financing the operation solely through the sale of individual directory copies to alumni only.

The college will not benefit financially from the directory sales (purchases should not be considered as a contribution), but will derive substantial benefit from the completely updated records and other valuable information obtained.

The main body of the directory will consist of an alphabetical listing of alumni with cross references by maiden and married name, with each entry to include name, class, degree, home address and telephone, and business or professional information, including title, firm name and address, and telephone. Two complete indexes of alumni, one arranged geographically by towns within states, and the other by class year will follow the main listings, providing ready references and cross references.

This updated material will be derived from brief questionnaires mailed to alumni with known addresses and followed up by telephone for verification of the information to be included in the directory. At that time only, alumni will be invited to purchase a copy of the directory. Only enough directories to fill these pre-publication orders will be printed, and circulation will be restricted to alumni. Release of the directory is tentatively scheduled for Fall, 1983. If you have not received your questionnaire by April 1 or if you do not wish to be listed in the directory, please notify us in writing.

The Spinning Wheel Boutique



MWC Seal Chairs

No. 133-514 Boston
Rocker; dark pine or
black satin finish

\$110.00
(Freight Collect)

No. 342-218 Captain's
Chair; all black satin
lacquer finish with
cherry arms

\$115.00
(Freight Collect)

**Needlepoint Kits in blue/
white** (price includes wool
and needle)

\$ 25.00
Postage and Handling **1.50**

**Needlepoint Linen Hand-
bags with MWC seal**
(painted canvas, wool in-
cluded)

\$ 25.00
Postage and handling **1.50**

**Counted Cross Stitch
Bibs in white linen with
blue thread. Devil-goat
graphs with date of antici-
pated graduation from
MWC**

\$ 4.50
Postage and handling **.75**

**Crewel and Counted
Cross Stitch Kits in linen
with blue or gold wool**

Crewel **\$ 15.00**
Cross Stitch **\$ 8.00**
Postage and handling **.50**

**Pewter Jefferson Cups by
Stieff; engraved with MWC
seal**

Postage and handling **\$ 15.00**
2.50

**History of Mary Washing-
ton College 1908-1972 by
Dr. Edward Alvey, Jr., pro-
fessor emeritus and re-
tired dean of MWC**

Postage and handling **\$ 10.00**
2.00

**Prints of MWC by Dr. Bu-
lent I. Atalay, professor of
physics. Six buildings:
Brompton, duPont Hall,
Monroe Hall, Seacobeck
Hall, E. Lee Trinkle Library
and Ann Carter Lee Hall**

one **\$ 3.50**
two **\$ 6.75**
three **\$ 10.00**
Postage and handling each order **1.50**

**Golden Club Pins and
Charms made especially
for members of the
Golden Club only** (gradu-
ates of 50 years or more)

Pins **\$ 6.50**
Charms **\$ 11.25**
Postage and handling **.75**

**Devil-Goat Pewter Pins
and Key Chains**

Pins **\$ 2.25**
Key Chains **\$ 2.50**
Postage and handling **.75**

**MWC Blanket—
Made from wool
with nylon binding at top
and bottom; Size: 62" by
84" (single bed size) folds
for use as stadium
blanket; blue and white**

\$ 35.00
Postage and handling **4.00**

**Wine carafe with four wine
glasses etched with MWC
seal**

Postage and handling **\$ 27.00**
4.00

**Plate etched with MWC
seal**

Postage and handling **\$ 17.00**
3.00

MARY WASHINGTON'S COOKBOOK

In addition to some 900 traditional and not-so-traditional recipes contributed by MWC alumni from all over the world, Mary Washington's Cookbook is spiced with histories and sketches by our own Dean Alvey and Dr. Bulent Atalay. What's more, the entire cookbook was designed and composed by the Charlotte Chapter of the MWC Alumni Association.

Cookbooks may be ordered from the Alumni Office or from the Charlotte Chapter at the following address: Mrs. Sherman Burson, 7515 Shady Lane, Charlotte, N.C. 28215. (Checks may be made payable to "Charlotte Chapter, MWC Alumni Association.")

More than 1,800 sold and all proceeds benefit MWC Regional Scholarship Fund. (\$7.95 plus \$1.95 postage and handling)

75th Anniversary Commemorative Items

Mary Washington Brass Trivet

The first of the 75th Anniversary Commemorative items, the Mary Washington Brass Trivet was designed in 1981 and the MW symbol will be used on all other commemorative pieces.

Large Trivet (7 inch)	19.00
Small Trivet (5 inch)	13.00
Postage and handling	3.00 each

All remaining commemorative items are being crafted by Col. Pelham Felder and his assistants at the Fredericksburg Pewter Shop (See related story this issue)

Kenmore Beaker

In addition to the Mary Washington Plate, the pewter Kenmore Beaker will be engraved in the same manner.

Kenmore Beaker	\$25.00
Postage and handling	2.00

Mary Washington Plate

The primary piece is a pewter Mary Washington Plate with the MW symbol and dates engraved in the center. It will be done in a numbered, limited edition of 250 pieces. All sales will be on a first come, first served basis.

Mary Washington Plate	\$75.00
Postage and handling	3.00

Jewelry

Finally, a series of pewter jewelry items with the MW symbol are available.

Blazer Buttons (6 small, 3 large)	\$20.00
Earrings (pierced or clip)	20.00
Stick Pin	20.00
Lapel Pin	20.00
Necklace (small) with chain	25.00
Necklace (large) with chain	28.00
Tie Tack	20.00



An important phase in handcrafting a Mary Washington plate is polishing it to a glistening shine.

ORDER BLANK
MAIL TO SPINNING WHEEL BOUTIQUE
MWC Alumni Association, P.O. Box 1315, Fredericksburg, Virginia 22402

ITEM DESCRIPTION	STYLE*	QUANTITY	ITEM PRICE	TOTAL
			SUBTOTAL	
			4% SALES TAX FOR ALL ITEMS DELIVERED IN VIRGINIA	
			TOTAL POSTAGE & HANDLING	
			TOTAL ENCLOSED	

Name Class

Address

City, State & Zip

Phone Number

Ship To

Make Checks Payable To:
"MWC ALUMNI ASSOCIATION"

*Be sure to specify carefully, especially in the case of chairs, the style desired.

Do not compute sales tax on postage & handling

"DIAMOND JUBILEE"

Homecoming 1983 Registration Form

Name _____ Class _____
First Maiden Last

Address _____ Is this a change of address?
Yes ☐ No ☐

Phone Numbers: Home _____ Work _____

Registration Fee (Alumni Participants only) Golden Club Exempt: 1914-1932 \$22.00

_____ Reunion Booklet—\$3.00 (add 50¢ if you want it mailed) _____

_____ Class Picture —\$4.00 (add 50¢ if you want it mailed) _____

Show Number Planning to attend each event:

FRIDAY, MAY 20

_____ Coffee House—Music Through the Decades (BYOB) _____

_____ MWC Foundation Reception (1933 and 1958 only) and highest giving class N/C*

_____ Overnight Accommodations in Residence Halls @ \$10.00 per person, double occupancy **

SATURDAY, MAY 21

_____ Breakfast at Seacobeck (Individual) @ \$3.00 each _____

_____ Golden Club Breakfast N/C

_____ Tour of Campus (8:30 a.m.) N/C

_____ Tour of Fredericksburg (8:30 a.m.) N/C

_____ Luncheon and Dedication of Trench Hill (12:00, Alumni House) @ \$7.00 each _____

_____ Class Party, 2:30 p.m. (additional money may be collected at the party depending upon the party arrangements) @ \$2.00 each _____

_____ Tour of Fredericksburg (4:00 p.m.) N/C

_____ Dinner at Seacobeck (Individual) @ \$10.00 each _____

_____ Dance with Levin Houston sponsored by Fredericksburg Chapter (\$10.00 per couple; \$6.00 single; BYOB) _____

_____ Overnight Accommodations in Residence Halls at \$10.00 per person double occupancy _____

SUNDAY, MAY 22

_____ Breakfast at Seacobeck (Individual) @ \$3.00 each _____

_____ Bus Tour of Fredericksburg (8:30 a.m.) N/C

_____ minus \$5.00 discount for registration prior to April 16 _____

Total _____

* —No Charge-N/C

**—Name/Class of Roommate for weekend _____

Absolute Deadline May 13

Make Check Payable and Mail to: MWC Alumni Association
P. O. Box 1315 College Station
Fredericksburg, Virginia 22402

Registration Form—Non Reunion Classes and Golden Club Option

Absolute Deadline—May 13

(If spending weekend please use Reunioning Class Form)

Name _____ Class _____
First Maiden Last

Address _____ Is this a change of address?
Yes ☐ No ☐

Phone Numbers: Home _____ Work _____

_____ \$17.00 Registration Fee which includes annual meeting, campus tour, and luncheon only.

_____ \$2.00 class party for all non-reunioning participants

_____ Total

Make Check Payable and Mail to: MWC Alumni Association
P.O. Box 1315 College Station
Fredericksburg, Virginia 22402

By far the strongest student challenge to President Simpson's administration came, as it did for most American colleges, during the unrest of the late 1960s, as students began to demand greater personal and social freedoms, the right to voice political and moral beliefs, and the power to help shape their educational futures. The *Bullet* became a vehicle for challenging the status quo through words, and the demonstration became the means of pushing for response through action. At one point, students presented a series of written challenges to President Simpson and marched from Ann Carter Lee Hall to George Washington Hall to demand satisfaction.

It is to Simpson's credit that the violence which disfigured other American campuses did not occur at Mary Washington. He met with students, responded to their challenges in lengthy *Bullet* interviews, and formed in the summer of 1968 a Joint Committee on College Affairs, with equal representation from students, faculty, and administrators, to address concerns common to all segments of the College community. He felt the antagonism between students and administration was the "fault of an inadequate, an antiquated, a too-satisfied or complacent academic community," and he called for a new spirit of integration and cooperation.

"Repression often causes the least desired result," he reflected in 1974. "The concept of freedom is basic to any valid educational experience. The student's code of values, either academic or moral, cannot be dictated, but must emanate from the system itself. I didn't like the methods the students used, but their basic concerns were essential. Someone needed to rock the academic world—and someone still does in some respects."

Perhaps the most controversial point of the '60s at Mary Washington came with the October 25, 1968, edition of the *Bullet*, which carried a likeness of Jesus Christ on the cover and which offered inside a reinterpretation of Christ's role in contemporary life. Again, President Simpson defended students' rights to question establishment attitudes toward religious belief: "It's not always a comfortable trend, but I think it's a healthy one."

While he defended the student's right to express himself and acknowledged that "students are no longer waiting to enter the world—they are in it," Simpson did urge adequate preparation before acting. In his convocation address in September 1969, he drew attention to two sides of a coin, one depicting an archer—the activist—and the other a library room—the place for preparation. College years, he said, are best spent in the library room, preparing oneself to become the archer, preparing to make the most effective contribution one can to the world at large.

As with the students, President Simpson offered the Mary Washington faculty new opportunities for self-expression and for engagement in the liberal arts process. Fac-



President Simpson (third row, right) posed with scholars from the India Faculty Exchange Program, which lasted from 1964 to 1969 and involved 19 colleges and universities from India and the U.S.



Members of the senior class serenaded President and Mrs. Simpson at Brompton.

ulty committees were restructured to allow greater faculty voice in College policy-making; funds and leaves of absence were provided for faculty research, and attendance at professional meetings was encouraged and supported; teaching loads were reduced from 15 to 12 hours per week to allow the faculty more time to work with students on a group or individual basis. He urged the faculty to keep levels of instruction high, not to relax standards even in the last semester of students' senior years, and to break down barriers between the disciplines by experimenting with interdisciplinary courses. Under President Simpson's direction, an international faculty exchange program was established in 1964, providing opportunities for exchanges among six women's colleges in India and 13 in the United States; it continued until 1969.

Behind these developments for faculty growth lay President Simpson's determination to build a strong, highly qualified faculty, one that would bring about the academic excellence he envisioned for Mary Washington. He noted, in fact, in his tenth anniversary address that his greatest achievement to date had been "assembling a faculty of real scholars and teachers."

Part of President Simpson, of course, always identified with the faculty. As Edward

Alvey, Jr., former dean of Mary Washington, notes in his history of the College, Simpson was "first of all a scholar with strong academic interests." As he had at Randolph-Macon, he taught Chaucer regularly in Mary Washington's English department until his administrative duties became too time-consuming. And his many College addresses—a favorite means of clarifying and emphasizing the values and directions he held for the College—were invariably based on literary analogies or historical parallels. As another former dean, James Croushore, put it in 1974, President Simpson "furnished full evidence that the scholarly life is not a retreat from the affairs of men but a complete absorption in them."

The many changes President Simpson elicited in the academic sphere of the College were perhaps the most significant in advancing the liberal arts banner of the College. Although major programs in home economics and physical education were discontinued, many new major programs emerged during the tenure: art history, studio art, religion, economics, physics, anthropology, geography, geology, dance, pre-foreign service, and such interdisciplinary programs as American, Russian, Asian, and Latin American studies. Programs for summer study and study



One of several construction projects during Simpson's presidency was Thomas Jefferson Hall, a dormitory which houses more than 150 students.

abroad were introduced. Degree requirements were revamped, and admissions standards raised.

Other signs of the emphasis on academics were the institution of intermediate and final honors for outstanding students, the raising of qualifications for the Dean's List, annual exhibitions of modern art which stimulated campus and community for 10 years, and the formation of chapters of Mortar Board and, in 1971, of Phi Beta Kappa.

President Simpson also never underestimated the importance of the classroom, and once again the emphasis fell on a free, open exchange of ideas between student and teacher. "There's got to be give and take," he said in a 1968 *Bullet* interview. "It can't be all teacher, it can't be all student. Academic freedom is just as much the student's prerogative as it is the teacher's prerogative." His concern for the classroom environment and for quality teaching is reflected in the creation in 1972 of the Grellet C. Simpson Award for Excellence in Undergraduate Teaching, an award presented to a deserving faculty member annually at commencement.

The two most significant happenings during Simpson's tenure—those which most deeply affected the direction of the College—were, of course, Mary Washington's move toward coeducation and the separation from the University of Virginia. Initially, as many colleges turned coeducational, President Simpson resisted the

trend, calling instead for a diversity of educational alternatives. And even when coeducation became a reality and 22 men enrolled in the Fall of 1970, President Simpson remained relatively neutral. "Some people feel I haven't pushed it," he said in 1974, "but I also haven't not pushed it." Though acknowledging the practical value of coeducation, Simpson preferred to advance slowly, not lowering academic standards to quickly attract large numbers of men nor sacrificing an academic atmosphere for a social one.

Separation from the University of Virginia, effective July 1, 1972, was another matter, and President Simpson saw clear benefits, particularly the sense of self-identity which Mary Washington received and the formation of a separate governing board, on which six of twelve seats went to Mary Washington graduates. The separation also acknowledged the academic achievement Mary Washington had earned for itself. By adopting the resolution of the Board of Visitors of the University of Virginia and making it law, the Virginia General Assembly officially recognized "the advancement of Mary Washington College to its present state of excellence."

The desegregation of the College was another major development during the Simpson administration and one that President Simpson encouraged strongly. More important than the acceptance of male students, he felt, was the assimilation of minority groups into the academic

community, and the number of black students increased steadily during his tenure. As always, however, academic quality was not to be sacrificed to expedite assimilation.

The list of changes and achievements that the College saw during President Simpson's 18-year tenure could be amplified at length. The Counseling Center and the Career Placement Bureau were established. Saturday classes were eliminated. The College was elected to membership in the Southern Universities Conference. Belmont, the home of artist Gari Melchers, was placed under the jurisdiction of the College. The faculty/staff Christmas party at Brompton—hosted by President Simpson and his wife, Dorothy—became a tradition. And the Mary Washington campus grew by six buildings—Combs, Goolrick, Bushnell, Russell, Jefferson, Marshall—and an addition to the library. And, at the end of his tenure, Dr. Simpson was forecasting yet additional changes for Mary Washington, including a graduate program and an enlargement of the College's non-residential population.

Grellet C. Simpson announced his retirement in the Fall of 1973, and in June 1974, he left Brompton, moving first to Belmont and later to one of Fredericksburg's historic neighborhoods. There he pursues interests in gardening (he helped lay out the Brompton gardens and orchard), gourmet cooking, traveling, opera, and, of course, reading. Meanwhile, a short distance away, the College continues to grow and to change, stamped indelibly with the hallmarks of his administration—a dedication to the liberal arts, a commitment to academic excellence and to high quality teaching, and a belief in academic and social freedom.

In 1971, Grellet Simpson referred to his future retirement by denying that an institution reflects an individual. "My coming and going is really of no consequence," he said. Many members of the Mary Washington College community would disagree.

Carlton Lutterbie is Associate Professor of English at MWC, and is a member of the editorial board of "MWC Today."

The Fifth President 1974-1982

The Man for the Times

By Linda N. Evans

"The pursuit of academic excellence has been, and remains, the core of the value system emphasized throughout the College. This commitment to excellence and liberal learning will continue in the years ahead."

—Prince B. Woodard, "Five Years With the Fifth President"

As all colleges enter a decade of tight budgets and declining numbers of high school graduates, Mary Washington College faces the decade ahead in a relatively enviable position.

- New programs, both undergraduate and graduate, have added significantly to the attractiveness of the College to all types and age-groups of students—males, females, residential and non-residential.

- "Changing Times" magazine named MWC to its 1982 list of "best buys in higher education in America."

- Located in the fastest growing region of the state, MWC has proved responsive to the needs of a community moving toward the twenty-first century, while maintaining its responsibility to the rich, historical heritage of its location.

- MWC is earning national prominence through the work of its Center for Historic Preservation.

The mood in 1974, however, when Prince B. Woodard assumed the presidency of Mary Washington College, in the aftermath of Vietnam and Watergate, was, in his words, "a consciousness of crisis and an ethic of despair." In Virginia, an economic slowdown had left the state's colleges with high tuition and lower-than-average faculty salaries. Many promising students were being lost to the colleges and universities of other states. Sizeable support from the General Assembly was needed to provide continuing education, to upgrade libraries and to advance faculty salaries.

In his inaugural address to the MWC community on April 11, 1975, President Woodard vowed "bold attention and imaginative thought" to ways "whereby the delivery system of higher education may become more effective and more efficient."

The fifth president brought with him to the task an almost unique field of experience. As Director of the Virginia Council of Higher Education from 1964 to 1970, he dealt with the hard problems of developing long-range higher education plans, pro-

gram reviews and budget recommendations. From 1970 to 1974 he enhanced his credentials as an administrator of national reputation by serving as Chancellor of the West Virginia Board of Regents, where again he was responsible for statewide higher education policy and planning.

Prior to these two important assignments, Woodard had served as Director of Research and Instruction for Danville (Va.) Public Schools, and as associate professor and graduate professor of educational administration at Temple University. He received a B.A. from Virginia Military Institute and both a master's and doctorate in educational administration from the University of Virginia. In 1973 he received an LL.D. from West Virginia Wesleyan College.

Three events of special significance occurred just prior to Woodard's presidency that proved to have profound influence on the course his presidency would take. These

were the admission of men in 1970, the establishment of a chapter of Phi Beta Kappa in 1971 and the establishment of autonomy for MWC in 1972.

"These actions—broadened access to the College's offerings, national recognition of the quality of its academic program and encouragement at the highest level for the College to develop its own identity and mission—have already resounded to the credit of the College," he wrote a few years later.

His goals, as outlined in his inaugural address, were to emphasize quality instruction, to limit growth to an enrollment which could be accommodated in existing instructional facilities, to enhance the liberal arts education through pertinent exposure to the world of reality, and to seek new ways to be of service to the expanding community.

President Woodard left little time before starting to implement these goals. Early in his presidency, Mary Washington was given permission from the State Council of Higher Education to develop a non-traditional, undergraduate degree program for the Central Virginia Consortium. Implemented in the fall of 1977, the Bachelor of Liberal Studies program provided a framework for adults with intellectual curiosity, self-discipline and high motivation to pursue a degree according to their individualized goals and time schedules. During the first two years, 111 students were enrolled, and by 1982, 96 were graduated.

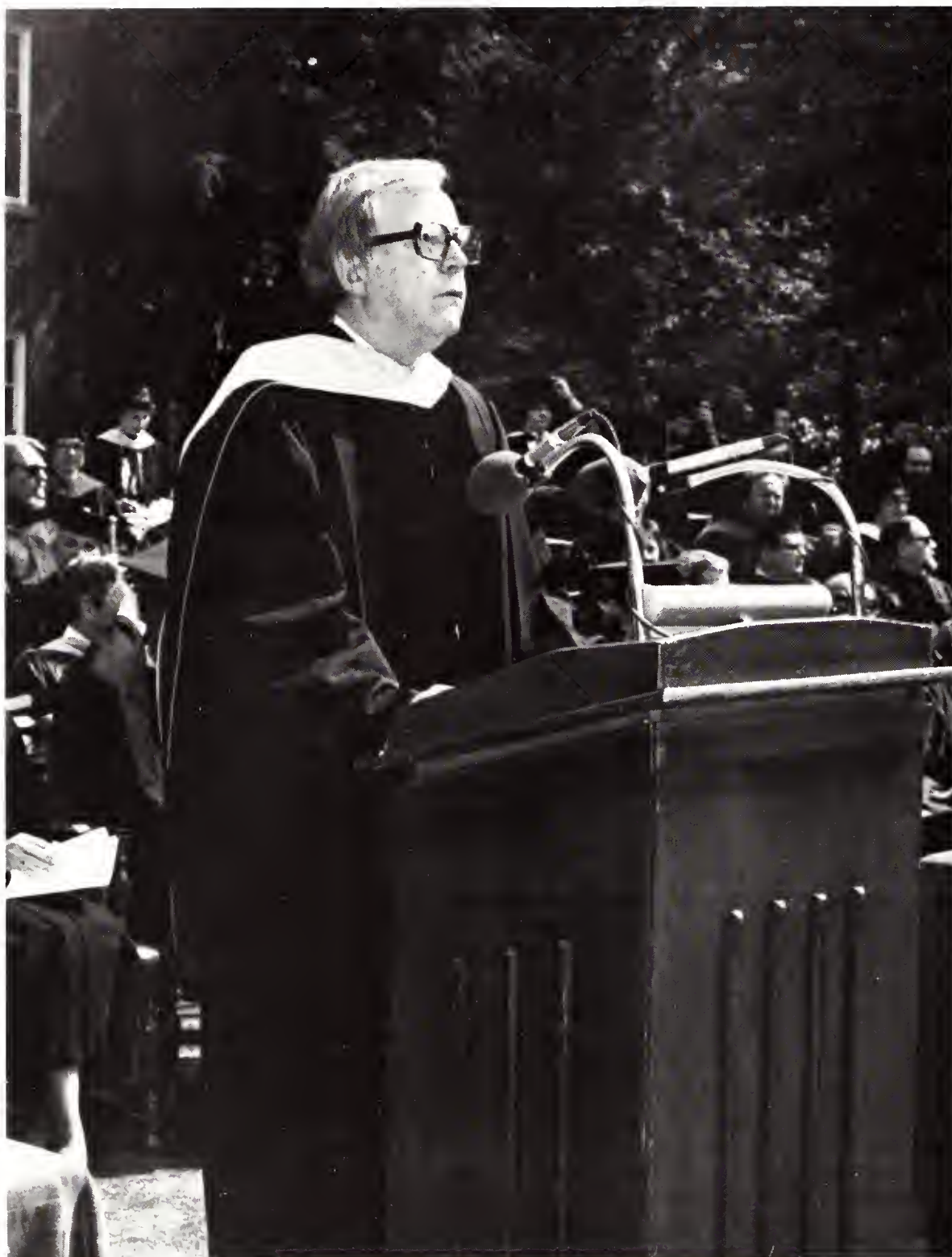
It was not long before other, new undergraduate programs were established, and, building upon the College's strengths, a graduate program was inaugurated. Added to the curriculum in the fall of 1979 were two, new baccalaureate programs, performing arts and historic preservation. They drew heavily on already-strong offerings in such areas as dramatic arts, dance, history, art history and American studies. Drawing upon the existing offerings in biology, geology, geography and sociology, a major program in environmental earth science—the study of man and his environment—was introduced.

Following a market research survey, three new B.S. degree programs were introduced—business administration, computer and information sciences, and public administration—which rounded out the new, undergraduate curriculum.

To complement the studies in these and other areas, President Woodard initiated ef-



Prince B. Woodard



President Woodard at lectern during annual commencement exercises.

forts to provide "hands on" experience to ease successful entrance into the job market and build a foundation for long-range career growth. In a coordinated effort with faculty committees, the College's academic internship program was begun in 1975. In its first four years, more than 300 students had participated in the off-campus learning experiences provided by 171 businesses, industries, government agencies and private organizations.

President Woodard then turned his attention to the development of graduate study, a progression that was recommended by the College Planning and Priorities Advisory Council and in reports on the College's future undertaken in 1968 and 1971. Growing numbers of requests from the community added to the momentum. The College's Board of Visitors concurred that the time was right, and in 1978 it decided unanimously to proceed. By the fall of

1980, the interdisciplinary Master of Arts in Liberal Studies program had begun. It was soon followed by the initiation of a master's in business administration in 1982. The third phase, a master's in public administration, is scheduled for the fall of 1983.

Another prime concern of President Woodard and of the Board of Visitors was to improve faculty salaries, both to offset the rising cost of living and to place Mary Washington in a competitive position for recruiting outstanding faculty. Through efforts of the president and the board, significant improvement has been made in this area, including a merit salary plan adopted to reward outstanding performance and achievement by individual faculty members. Along with this commitment to upgrade faculty salaries came a striking change in the nature of the faculty itself, as the proportion of faculty members with earned doctorates began to rise. When President

Woodard arrived, about half of the faculty held doctoral degrees; by 1979 the proportion was three-fourths, and by 1982, it was 80 percent.

"I share the opinion of many that the quality of the faculty, from generation to generation, has more to do with the quality of a college than any other single factor," the president commented on more than one occasion.

Ironically, it was from the faculty that most criticism of President Woodard's administration surfaced. His administrative style, characterized by his strong, personal involvement in the day to day operations of the College, his sometimes blunt and always straightforward manner, and his high expectations and demands, did not always sit well with certain members of the faculty. Although most criticism of President Woodard centered on his style and attitude rather than his actual policies, many faculty members took exception to his decisions to cut some faculty positions and to consolidate the 21 existing departments into 15.

President Woodard countered these concerns by stating he had brought new management methods to the College. The consolidation plan was necessary, he said, to promote interdisciplinary planning, to improve efficiency in administration and to give department chairmen more time to carry out their administrative duties. He was charged by the Board of Visitors, he said, to improve faculty salaries and bring staffing in line with state funding. As a result, during his first three years, 13 full-time and five part-time faculty positions were eliminated.

While some faculty were irked to the point of vocalizing their complaints publicly through articles in the local newspaper, others on the faculty supported the moves the president was making. Times were changing, they pointed out, and this new, dynamic president was making efforts to bring Mary Washington College into the 20th century. He was "the man for the times," one professor said.

In turning his attention to student life, President Woodard saw enrollment increase by 40 percent. Because of the changing image of Mary Washington from a women's institution to a fully coeducational one, the president decided to take steps to improve the cultural, social and athletic activities for this growing and changing student body.

An assistant dean for student activities was hired to coordinate all student social and club activities. New ideas for social events emerged, and a long-awaited pub was opened in 1982 in the former swimming pool area under the Lee Hall terrace.

In 1976 the first male director of athletics was hired, and an overall upgrading of athletic offerings was instituted—culminating in the current array of teams: eight for men and 10 for women. A major capital outlay project, completed in the fall of 1982, was the construction of "The Battleground," a complex of tennis courts, a

track, fields for soccer and hockey, and a golf putting and driving range.

President Woodard was pleased that because of increased financial support of Mary Washington from the state legislature, the College's tuition remained stable throughout his term—until 1982-83. The 1974 rate was already among the highest in the state, and instead of increasing it more, and thus impacting negatively on the College, the president and the board set out to increase the state's appropriation. The General Assembly subsequently adopted as one of its goals a state general fund support of 70 percent of the Educational and General budget of each of the state's four-year colleges; however, with state funding at only 67.5 percent for 1982-83, the board was forced to adopt its first tuition increase since President Woodard's term began. Compounding the financial problem was a mandate from the governor in 1982 that the budgets of all state colleges and universities (as well as all state agencies) be cut by five percent.

Faced with little prospect for economic flexibility in the years to come, President Woodard set the stage for increased private support for Mary Washington. As early as 1975 he saw the need for a mechanism to accept private funds and moved to establish the Mary Washington College Foundation. By 1982 annual donations to the foundation were exceeding \$150,000, and, with the firm commitment of the Board of Visitors, that amount is expected to rise dramatically in the years ahead.

Even with these and other accomplishments to his credit, President Woodard visualized a program so unique in scope that Mary Washington would benefit from national recognition and prominence. Building upon the strength of the College's new undergraduate historic preservation major and the rich history surrounding the Fredericksburg community, the president undertook the ambitious creation of a Center for Historic Preservation. Under the daily direction of the Chairman of the Department of History and American Studies, the center has embarked upon such activities as a speaker's bureau, an annual conference, a holiday workshop and several lecture series. The center has begun publication of a series of booklets describing sites in the local area through both narrative and historical data. It also serves as a resource center for students, historians and the public. The center's activities are further enhanced by the fact that MWC administers three national historic landmarks—Brompton, the 18th century home of the president; Belmont, the home and studio of the late artist Gari Melchers; and the James Monroe Law Office-Museum and Memorial Library.

The fifth president's untiring enthusiasm for Mary Washington College, his dedication to excellence in academics and student life and his commitment to service to the community established his place as a leader of the highest caliber. If he asked a lot of



At closing exercises for the Governor's School, a program held annually for many years at MWC for talented high school students, President Woodard presented Gov. John N. Dalton a birthday cake. Mrs. Dalton watches.



At his inauguration as MWC's fifth president, Woodard (left) was congratulated by The Honorable Albert S. Harrison, Jr., justice of the Virginia Supreme Court of Appeals; Lewis M. Walker, Jr., rector of the Board of Visitors; and Governor Mills E. Godwin, Jr.

his staff, it was never more than he was willing to give of himself. His long hours of work, including Saturday mornings, eventually took their toll. In November 1981 the president suffered a heart attack, his second in a decade. Although he recovered sufficiently to return to work in January, he was to spend the following year in and out of hospitals. On December 21, 1982, just two months after undergoing open heart surgery, the president died at the age of 61. His eight years of leadership propelled Mary Washington College into a

position of strength. The professor's words hold true. He was "the man for the times."

(Editor's Note: In October 1982, the Board of Visitors named Executive Vice President William M. Anderson, Jr. as Acting President. He will remain in that position while a nationwide search is conducted to find a new president.)

Linda Evans is MWC's Director of Publications and Editor of MWC Today.

A Remembrance The Depression Class of 1933

By Berta Whitehouse

"I loved MWC with its picturesque setting, the remarkable rapport between the students and the faculty and the delightful harmony and friendship in the student body."

The year 1933 was a memorable one: that was the year the Great Depression peaked, a national economic crisis that began in 1929 with the crash of the stock market.

It was 1933 when Franklin Delano Roosevelt was elected President and brought hope to a discouraged nation with his New Deal. Even though Roosevelt came from a wealthy family, he had a great compassion for the "forgotten man". He revived the faltering economy by spending public funds to provide jobs for the jobless, and there were 15 million of them.

And it was 1933 when I graduated from Mary Washington College, then called the State Teachers College. As a day student, I walked to the College from my home on Hanover Street.

I loved MWC with its picturesque setting, the remarkable rapport between the students and the faculty and the delightful harmony and friendships in the student body:

"Backward, oh backward
Oh time in thy flight;
Let us view once again
These scenes of delight."

The handsome, friendly and highly educated Dr. Morgan L. Combs was president of MWC. He was also a persuasive speaker; he even knew how to tilt the Virginia legislature toward MWC, even in hard times.

Dr. M. L. Altstetter, the academic dean, was always smiling across a stack of papers on his desk. One day he called me into his office and asked me to teach government in the College Training School as my teacher training assignment.

"But, Dr. Altstetter, my major is English, not government," I said.

"I am really desperate," replied the Dean.

"So am I," I answered, "but if you think I can preach the gospel of democracy, I'll try."

"An angel could do no better," he said. And that was the end of his problem—and the beginning of mine.

Dr. George E. Shankle was head of the English department at MWC, and the student body of 1933 dedicated its yearbook, *The Battlefield*, to Dr. Shankle for his numerous contributions to College life.

All English majors were expected to take the professor's course called Advanced En-

glish Grammar. This was a time when the diagramming of sentences was taught. Dr. Shankle could not find a system of diagramming that suited him exactly, so he invented one of his own that we were required to learn. He declared that a diagram was "a picture of a sentence." "If you go to the blackboard and diagram a sentence, I can tell in less than a minute whether you understand the sentence."

We learned the Shankle system of diagramming, but when we went out to teach grammar, we had to learn the one used in the grammar text; it was like taking the same picture with a different camera. A sentence is a sentence from any angle.

Dr. Shankle sponsored the Modern Portias, a literary club which was open to English majors in junior and senior classes. At one meeting of the club, the president announced that we were going to have a party on the following Saturday evening.

When I arrived at the party, I found Dr. Shankle in a tuxedo and all the Portias in beautiful, evening gowns. This segment of society did not look like it had been touched, even slightly, by the Great Depression, but I *did* in my all-purpose blue crepe dress that reached just below the knees. My blunder was caused by one of two things: I did not hear the club president say "formal party" or I was not listening—I suspect it was the latter.

I sneaked home after the picture-making. One of the tenets of the Portias was that they were expected to contribute to the social and cultural life of the College. When the picture arrived, it showed (painfully) that I had contributed a pair of bony knees, the only visible pair in the group!

Mrs. Charles Lake Bushnell, the dean of women at MWC, had by 1933, a reputation for running a very tight ship. Mrs. Bushnell was the sponsor of the German Club; she was an excellent dancer and she was still on the dance floor at the time the bands struck up the finale, "Good Night, Ladies".

During World War I, Mrs. Bushnell joined an ambulance corps and was sent to France. An ambulance driver is trained to follow an army into the field of battle and bring back the injured and sick to a field hospital.

Besides patriotism, Mrs. Bushnell had a second motive for becoming an ambulance driver—her husband was reported as missing in action and she hoped against hope that she might find him. In the end, the message was still MIA.

By the last day of May, the seniors had finished their final exams. It was during this

period that a classmate wrote the following ditty (with apologies to Joyce Kilmer and his poem "Trees"):

"I think that I shall never see
A D as lovely as a B,
A B whose rounded form is prest
Upon the record of the blest;
A D comes easily, and yet,
It isn't easy to forget;
D's are made by fools like me
But only Alpha Phi girls
can make a B."

By early June, Mrs. Bushnell was teaching the senior class how to walk gracefully and in alphabetical order down to the amphitheater on the hillside. In case of rain, we were drilled for graduation in Monroe Hall, which was then the administration building. Fortunately, graduation day was truly a rare day in June with blue skies all day long.

About 11 a.m. on graduation day, when Mrs. Bushnell was lining up the seniors for their final march down to the amphitheater, she was talking at a rapid rate and looking at a senior who was out of line. Mrs. Bushnell tripped on a wire and fell sprawling to the ground; everyone said oh-o-o-o, as if she were mortally wounded. Believe me, she went down talking and got up talking, just as if nothing had happened.

Our College president, Morgan L. Combs, was the commencement speaker. He said, "Many of you will think of your degrees as working papers; others will think of their degrees as the keys of opportunity. . . ."

Was the class of '33 a success? That I do not know, but I do know they developed a strong and determined attitude toward survival in the worst of times; so you may call us survivors.

Berta Whitehouse is a former teacher. Now a free-lance writer, she lives in Fredericksburg, a block from the MWC campus.

Looking Back

MWC Times and People

Reprinted with permission from Dr. Edward Alvey, Jr., from his book, "History of Mary Washington College 1908-1972."

The Flood

Three days of rain in Fredericksburg and in the counties north and west of the city had caused the normally quiet Rappahannock River to become a rapidly rising torrent. On Thursday night, October 15, 1942, a cloudburst dropped six inches of rain in two hours. Throughout the next day the river continued to rise. During the early afternoon the force of the water and the debris it was carrying caused two spans of the bridge at Falmouth to drop several inches, completely cutting off U.S. Route 1, the main artery of traffic between Richmond and Washington.

The Free Bridge that furnished chief access from Fredericksburg to the Northern Neck was closed to traffic as huge tree trunks, swept along by the flood, battered its framework. And the river continued to rise. By early afternoon the entire business section of Caroline Street was under water, and boats with outboard motors were rescuing people from apartments above the stores on Fredericksburg's main retail thoroughfare.

The river rose until it reached a maximum of forty-five feet above normal at 5 p.m. By this time, water was swirling along Kenmore Avenue where there had once been a canal, and only the tops of cars parked along that street were visible.

Students living in Cornell Hall, a freshman dormitory at the time, showed remarkable calm and poise in the face of the danger. The surging waters rose completely above the basement rooms and lapped at the doors of first-floor rooms. Storage rooms, recreation areas, and the entire basement were under water, with untold damage to furniture and personal belongings stored there.

When it became evident that the dormitory would have to be evacuated, the Fredericksburg rescue squad removed students in boats to the higher part of Cornell Street where ambulances transported them and their hastily packed suitcases to spaces provided by students living in dormitories on the Hill. There, the refugees were made comfortable with warm blankets and hot tea, while roommates doubled up to provide sleeping space for them.

The power plant supplying the city with electricity was one of the early casualties of the flood, leaving the entire community without current. Only the headlights of automobiles above the flood line and emergency searchlight equipment furnished

illumination. All street lights were out, of course, as well as electricity for home lighting, cooking, heating, and the other myriad uses that are so readily taken for granted.

As the waters stopped rising and continued flowing in a forty-five foot crest, an eerie quiet settled over the city. With streets and highways blocked or under water, there was no sound of cars in the flooded areas. Not even the friendly whistle of occasional RF & P trains broke the stillness, for all rail traffic had been stopped. Officials had placed trains of loaded coal cars on the high railroad bridge spanning the Rappahannock to make it more secure against the roaring waters.

Fire broke out in the huge gasoline and fuel oil tanks along the river, ignited by sparks from the grinding metal structures. It was impossible to reach them with fire-fighting equipment or hoses, and the tanks burned brightly during the night, shedding a weird glow over that section of the city.

Fear of looting was another problem, since scores of homes had been left unprotected in evacuated areas. As night fell on the darkened city, an appeal came from Mayor King for the services of the MWC cavalry troop. By midnight Russell Walther had the members of his troop in uniform and on horseback. Serving directly under the command of the Fredericksburg chief of police, the mounted students patrolled the evacuated areas in groups of two throughout the night, watching out for prowlers and directing traffic at the fringes of the disaster area. Their services continued until Sunday night, when state police and soldiers from nearby A. P. Hill Military Reservation arrived in sufficient numbers to aid the local authorities.

Under the leadership of Mrs. Bushnell, some two hundred college students served in the canteens set up in various parts of the city to feed and care for the homeless. The MWC volunteers were stationed in the Presbyterian and Episcopal churches and also aided in giving typhoid shots at the Fredericksburg Court House. The girls worked in shifts of fifteen from 3:30 Friday to 5:30 Sunday, serving food and water to those whose homes were flooded.

Life on the Hill during this period went on under some difficulties. Breakfast was prepared by candlelight Friday morning. There was no electricity or water, but the dining hall staff managed to serve food on paper plates as college students filed in. The absence of running water created a health hazard. With the water supply of the city contaminated, typhoid shots were required

as an emergency measure. A team of state health department workers arrived with vaccine and supplies and set up inoculation stations where every student was vaccinated. As soon as power was restored, the dining hall and the College Shoppe arranged to boil water for drinking purposes. Students were warned not to drink tap water and urged to take every precaution against colds and to get enough rest and sleep.

The *Bullet* continued publication throughout the period of the emergency, rendering incalculable service in giving information and publicizing official bulletins. Its editorials counseled the students to be patient and understanding. As the lead editorial on the first page of the October 16 issue pointed out, "We on the hill are most fortunate with just no lights or running water facilities. There are those who have no beds, food, or clothing. There are also many in other parts of the world with even less than that, accompanied by the roar of guns."

Nina Gookin Bushnell

Nina Gookin Bushnell served as dean of women at the college from 1921 until her retirement in June 1950. During this long period of service she endeared herself to the hearts of thousands of students, who admired, respected, and loved her.

A native of Bristol, Mrs. Bushnell had attended the University of Tennessee and received the bachelor of arts degree there. Before coming to the college, she had taught Latin at Reidsville High School in North Carolina and English at Winthrop College. For a time she was a school principal in Spartanburg, and then she went to the Synodical College at Fulton, Missouri, as dean of women. During World War I Mrs. Bushnell worked in France with a Virginia unit of the YWCA. Her husband, Charles Lake Bushnell, had died of typhoid fever in 1911.

Mrs. Bushnell's duties at the college were many and varied. A person of seemingly unlimited energy, she devoted herself unsparingly and unselfishly to the service of the institution. Her office in Virginia Hall was always open, day and night, seven days a week. She was always ready to confer with students, hostesses, or faculty members as well as with parents or guardians about student personnel problems. Much of her time during the day was devoted to this important role. She also served as hostess of Virginia Hall, the dormitory in which she resided.

As dean of women Mrs. Bushnell made the room assignments for all students. She also handled the permission cards on which parents indicated the privileges they wished their daughters to have, always, of course, within the framework of the regulations in the college handbook. Mrs. Bushnell's office saw to the preparation and distribution of the handbook.

As social director of the college, Mrs. Bushnell supervised all programs for recreation and entertainment. She always attended the final rehearsal of all programs given publicly by student organizations. She did not hesitate to eliminate any skit or dialogue that she felt to be offensive or in bad taste.

Mrs. Bushnell kept the social calling list, which men of the local community recall with a slightly grim smile in afteryears. In her own words, she "investigated the status of all men callers for the social calling list." Guest cards were issued from her office. No male caller could appear at a dormitory without first making sure that he had his guest card, which had to be presented each time to the dormitory hostess. Mrs. Bushnell issued all weekend permissions. Her office also supervised all "checking in and checking out" by students for local social privileges, such as dinners with dates, movies in town, visits in private homes, and attendance at parties sponsored by local groups.



Nina G. Bushnell, dean of women, 1921-1950

In a report prepared for the State Personnel Office, Mrs. Bushnell described her office in Virginia Hall as the "Home Office" of the college. It served as the headquarters for general information. Taxi drivers invariably directed visitors to Mrs. Bushnell's office when they were uncertain where to go. The telephone in her office served as a sort of exchange for the college. There was no central switchboard. All long distance calls went first to 684, a familiar telephone number to everyone at the college.

Mrs. Bushnell kept the college clearance calendar, which was used to avoid conflicts in scheduling events or entertainments. For many years she directed the May Court, making a trip to Washington herself to choose the costumes at Garfinkel's or Woodward and Lothrop's. She also selected carefully the flowers that were to be carried. As social director, Mrs. Bushnell worked

with the formal dances at the college serving as sponsor of the German Club for many years. As adviser to the *Battlefield*, the student annual, she supervised the layout and wrote much of the copy herself.

Mrs. Bushnell was a person of strong character and colorful personality. Everyone who knew her well respected her and recognized her genuine interest in the students. Her memory for their names and faces was legendary. Even after a period of years she could recall a former student's dormitory room number.

Mrs. Bushnell always dressed for dinner. She felt that the evening meal should be a social as well as a gustatory experience, a time for relaxation but also for stimulating conversation. Appropriate dress and grooming were expected of all students, for the atmosphere of the evening meal was created not only by a physical setting of candlelight and modulated voices but by an

ambience of gracious dining, which seemed to encompass both students and visitors.

Habitually, Mrs. Bushnell said grace for the evening meal. Promptly at six, entrance doors were closed, and a hushed silence fell as Mrs. Bushnell walked a few steps from her table toward the center of the room. There was never a signal for quiet. Silence was expected, and invariably, it was immediate as she came forward to speak.

Mrs. Bushnell's blessing was never formalized or stereotyped. Each evening she expressed in a few well-chosen words the thanks of the group for the blessings of the day and a plea for God's fellowship. These prayers were varied and particularized. They seemed to have a highly personal flavor, as if one were talking with a friend. As one visitor said with awe—and respect, too—"Mrs. Bushnell doesn't exactly pray to God; she talks with God." A brief hush always followed these blessings, and then conversation at scores of tables throughout the room suddenly seemed to sparkle as Mrs. Bushnell took a seat.

Often Mrs. Bushnell used the dining hall period for a lesson in good manners or "good breeding." She insisted that a lady's arms or elbows should not rest on the table when eating. "If you don't know what to do with your other hand, put it in your lap," she would say. Loud, boisterous laughter always produced a frown in that direction from Mrs. Bushnell's table. A knife or fork dropped on the floor was never entirely ignored, even if it were at some distance across the room. To Mrs. Bushnell, the social graces were part of one's education, especially that of young women. She knew the proper thing to do, and she shared her knowledge in a positive but kind manner. "A lady doesn't . . ." was the beginning of many little expressions of advice that she gave from time to time.

One of Mrs. Bushnell's memorable talks was on how to eat cherries with seeds in them—and many gallons were served as dessert in those days. "A lady never spits anything out of her mouth," Mrs. Bushnell would say. Mrs. Bushnell could say the word *spits* with such emphasis and intonation that one shared the revulsion she felt at the very mention of the word. "A lady never spits something, she *removes* it from her mouth." There followed a ladylike demonstration of a cherry seed's being removed delicately with the tip of the spoon and deposited carefully at the side of the plate. As one student put it in later years, "I believe they served those cherries so often because of the opportunity it gave to instill good table manners."

For visiting speakers and other guests of the college, dinner at "Mrs. Bushnell's table" was an event in itself. Ordinarily Mrs. Bushnell ate alone at a small table directly inside of the entrance doors of the south unit of the dining hall. Year after year, the figure in the dinner dress sat erect and poised, a living example of how a lady should sit at a table. No student left the dining hall until Mrs. Bushnell had given

an almost imperceptible nod of dismissal to the table nearest her.

When visiting speakers were being entertained at dinner, conversation continued to sparkle at Mrs. Bushnell's table. The silver candlesticks had been polished to a gleaming radiance, and the light of the candles seemed to cast a spell as mints were passed and confidences exchanged. Mrs. Bushnell had a way of stimulating her guests by leading questions. Her own interest in current affairs was genuine and profound. She used to have a weekly current events session on Sunday evenings in the parlor of Virginia. Guests at her table found themselves caught up in serious discussions of current issues. There was always a rush to get to the auditorium in time for the formal address that evening.

Almost every student who attended the college during Mrs. Bushnell's era has some anecdote or vivid recollection of her. As one admirer put it recently, Mrs. Bushnell had charisma. She was liked—nay, loved—by the hundreds of students who experienced and cherished her influence. As one graduate remarked earnestly, "Next to my mother, I believe Mrs. Bushnell influenced my life most during the four years I was at the College."

Not everyone liked Mrs. Bushnell. However, there was no one who did not respect her. She did not try to relate to people in the modern sense of the word nor did she try to make people feel comfortable. She was the epitome of the social graces both in her office and on the campus, but she was always businesslike and efficient. One faculty member says he thought of her as being almost like royalty. He recalls seeing her in Miller and Rhoads once during a college vacation, and, "believe me, it was like seeing a queen off the throne."

On another occasion, students at Betty Lewis were alarmed when an intruder sought to enter through the open window of a first floor room. As usual, someone called Mrs. Bushnell. It was shortly after midnight, and the entire dormitory was agitated and disturbed. Characteristically, Mrs. Bushnell telephoned Hildrup's taxi to have a car on the driveway near her office at Virginia Hall immediately. Dressing hurriedly, she rode one block down the hill to Betty Lewis and quieted the milling students. Later, in describing the incident a student said, "Mrs. Bushnell motored down, and all was well."

Mrs. Bushnell felt that the students were her personal responsibility. Once when an overwrought and despondent student threatened to take her own life, her roommate ran to Mrs. Bushnell, who always seemed to be there when an emergency arose. Mrs. Bushnell quieted the distraught girl. Then, with a keen sense of the kind of assurance that was needed, she called a house meeting in the parlor. As the girl sat in Mrs. Bushnell's office she was able to overhear her prayer for her, and the voices of the students as they joined in the Lord's

Prayer at the end. Mrs. Bushnell stayed by the girl as she fell into a deep and relaxing sleep. Later she said, "Mrs. Bushnell saved my life that night."

On snowy days in winter Mrs. Bushnell used to set up a coffee urn and huge plates of doughnuts in the foyer of Virginia Hall. When classes changed at ten-thirty, word was passed around that Mrs. Bushnell had coffee and doughnuts ready in Virginia. It was just the thing for a midmorning snack on a brisk snowy day—long before *coffee breaks* or even the word *snack* had become part of our vocabulary.

Mrs. Bushnell retired from the college in 1950 at the age of 70. She was still young in heart and spirit and seemed to possess tireless energy. For the next seven years she served as dean of women at Moravian College, Bethlehem, Pennsylvania. As a visitor there once remarked, "I felt Mrs. Bushnell's presence when I walked into the dining hall and saw the students having their evening meal by candlelight!"

In the summer of 1957 Mrs. Bushnell retired to Saint Petersburg, Florida. There she was active in the League of Women Voters and also worked as a Red Cross Gray Lady. Finally, advancing years necessitated her withdrawal from an active life. She moved into Bradenton Manor, a residence for retired persons at Bradenton, Florida, where she died on March 18, 1970.

Mrs. Bushnell always had a flair for the use of language. She loved words and used them affectionately and at times extravagantly. Perhaps the best summation of her ideals and character is to be found in the telegram that she sent to Chancellor Simpson in response to his request to name a new residence hall in her honor: With profound humility I have read your telegram and it is not understandable that so great honor has been accorded me. I beg of the board of visitors they will try to sense my profound gratitude but also to try to understand that I do not wish the publicity attendant on giving my name to the new dormitory though an honor anyone would covet. If I can but have a place in the hearts of the girls who knew me and shared in work and service and in rich comradeship I shall be content. Gratefully

NINA BUSHNELL

75 Years of Excellence



Significant Events of the Years

- March 14, 1908, the Virginia General Assembly establishes a new teacher training school in Fredericksburg to be called the State Normal and Industrial School for Women at Fredericksburg
- May 19, 1908, Edward H. Russell is unanimously elected the first president
- September 26, 1911, the first session begins
- December 1, 1914, the Student Government Association is formed
- 1918, the school is assigned specialized departments in commercial education and physical education
- May 9, 1919, Edward H. Russell resigns from the presidency due to ill health
- June 7, 1919, the first change in presidents occurs with the appointment of Algernon B. Chandler, Jr.
- 1924-1925, the four-year B.S. degree for teaching high school level courses is added
- February 13, 1924, the school's name changes to The State Teachers College at Fredericksburg
- September 1928, Chandler Hall opens as the College's teacher training school
- September 10, 1928, President Chandler dies unexpectedly while returning home from work
- January 3, 1929, Morgan L. Combs becomes president at the age of 35
- December 1930, the college received unconditional accreditation by the Association of Colleges and Secondary Schools of the Southern States
- 1931, Seacobeck Dining Hall opens
- 1935, the State Board of Education gives permission for the College to grant the Bachelor of Arts degree
- March 9, 1938, Gov. James H. Price signs the act naming the College Mary Washington College
- Fall 1940, Trinkle Library opens
- February 22, 1944, Gov. Colgate Darden signs the bill that merged the College with the University of Virginia



Nora C. Willis



R. Y. Tyner



Olive M. Hinman



Marion C. Forbes

n Higher Education

- 1946, the College purchases Brompton, with its surrounding 170 acres from the Rowe family of Fredericksburg, and Framar, a lovely, brick house with seven acres
- February 1, 1956, Grellet C. Simpson becomes the fourth president of the College
- 1964, the International Faculty Exchange Program begins under President Simpson's direction
- 1968, President Simpson creates the Joint Committee on College Affairs, with equal representation from students, faculty and administrators, to address concerns common to all segments of the College community
- Fall 1970, twenty-two men enroll at Mary Washington College as coeducation becomes a reality
- July 1, 1972, Mary Washington College is separated from the University of Virginia and formulates its own 12-member governing board
- July 1, 1974, Prince B. Woodard is elected fifth president of the College
- Fall 1975, the academic internship program begins to expose students to the world of reality
- Fall 1977, the Bachelor of Liberal Studies is introduced for adults with a high motivation to pursue a degree on a flexible time schedule
- Fall 1980, the first graduate level courses are begun, leading to the Master of Arts in Liberal Studies
- Fall 1980, the Center for Historic Preservation opens to provide services to students, historians and the public
- Fall 1982, the Master's in Business Administration program begins
- Fall 1982, final touches are put on "The Battleground," a complex of tennis courts, playing fields and track
- December 21, 1982, President Woodard dies after numerous hospitalizations for a heart condition.



Margaret Fraser

(Photos of individuals on these pages show members of 1914 faculty.)



C. M. Smith, M.D.



Frances L. Withers



A. Chandler



*Pewterware
The Anniversary Keepsake*



Col. Felder spins the first of 250 anniversary plates commissioned by the Alumni Association.

Tammy Cochran, MWC '81, puts finishing touches on sketch of Mary Washington trivet. The design will appear on all anniversary commemorative pieces made by the pewtersmiths.

Tammy Cochran handcrafts the piece that will be used for the mold for the Mary Washington necklace.

By Janice Conway '84

Pewterware—in the form of beakers, jewelry and a special, limited-edition, numbered and dated set of Mary Washington plates—will have a special role in the 75th anniversary year at Mary Washington College.

The assortment of articles, designed by Fredericksburg pewtersmith Col. Pelham Felder, III, will be sold during the year by the College's Alumni Association. Only 250 of the plates, replicas of a design discovered in an excavation in Fredericksburg, will be sold. They will be engraved with the letters "MW" by local engraver Jimmy Flippo, and numbered and dated with the anniversary years. These limited-edition plates will be sold on a first-come basis, but additional plates bearing only the letters will also be available for purchase.

The Alumni Association has also contracted with Col. Felder to produce Kenmore beakers and a variety of jewelry. Reproduced in the style of the original beakers at Kenmore, the anniversary edition beakers will bear the engraved logo "MW." The jewelry items—lapel pins, blazer buttons, stick pins, tie tacks and pendants—will also bear this engraving.

The artisan responsible for this giftware selection is not an unfamiliar face to the city of Fredericksburg, nor to the College. The retired Army colonel, who worked at the Pentagon for 23 years while collecting

pewter as a hobby, moved to Fredericksburg in 1976 with the notion of starting a small pewter business. With the architectural plans for the shop given to him by a friend as a going away present, Col. Felder had his "play shop" constructed behind the restored home in which he lives on Princess Elizabeth Street.

To assist him with his growing business while at the same time instructing someone in the trade, Col. Felder has sponsored MWC internships in his shop for several years. The internships are offered to studio art majors at the College, and resulted from an informal conversation with Prince B. Woodard during the College president's visit to his shop.

Felder teaches the interns the techniques for becoming skilled pewtersmiths. Several, he said, have since graduated and begun their own pewter businesses, and Tammy Reid Cochran, a former student intern, is now a full-time practicing pewtersmith in Col. Felder's shop.

A long-time collector of pewterware, Col. Felder claims that his idea to produce it himself struck him like a bolt of lightning. He specializes in producing traditionally styled pieces of colonial design, such as plates, goblets, porringers, spoons, napkin rings, tankards and coffee sets.

Felder is one of only a handful of full-time practicing pewtersmiths in the state of

Virginia. His methods, learned only through practice in the trade, are similar to those of early pewtersmiths. Many items are made by casting, others by spinning with mandrels he carves himself. In addition, he makes many of his own tools and hand-polishes each piece.

Col. Felder, who advertises moderately and avoids the wholesale practice, has received many mail and phone orders as a result of numerous articles written about his shop. He estimates that his shop mails out at least three orders per day to customers throughout the world. In addition, the shop is open to the public Monday through Friday from 1 to 5 p.m. According to Col. Felder, the business has progressed beyond his original dreams, and if he did not wish to keep it small, could be quadrupled.

Col. Felder began producing the MWC commemorative articles in January. They will be sold by the Alumni Association through mail orders and at the Spinning Wheel Boutique in Trench Hill. (See order form in pull-out section of this issue.)

Profits from the sale will be contributed to MWC through alumni-sponsored projects.

Official Events of the Anniversary Year

Opening Ceremony: College-Community Symphony Orchestra Concert, 8:15 p.m. in Dodd Auditorium, March 11

Student Party, 9:15 p.m. in Goolrick Hall, March 11

Parade beginning at 1 p.m. at The Battleground, March 12

Lacrosse Game between students and alumni, 3 p.m. at The Battleground, March 12

Formal Ball, by ticket only, 9 p.m. in Lee Ballroom, March 12

Recognition of O'Connor Goolrick, 2 p.m. in Goolrick Hall, March 13

Dorothy Van Winckel Retrospective Art Show, 3-6 p.m., duPont Hall, March 13

Gala Dance Concert, 8 p.m. in Dodd Auditorium, March 13

Anniversary Convocation, 2 p.m. Dodd Auditorium, March 14

Choral Concert in Dodd Auditorium, March 16

Golf Tournament at 1 p.m. March 28

History Department Lecture Series: "Twentieth Century Turning Points—Dates that Shaped Our Destiny," 7 p.m. in Monroe 104 (six lectures continuing on Wednesday and Monday evenings)

Phi Beta Kappa Alumni Lecture: Hildy Parks, Schubert Theater, "Changing Values," in Dodd Auditorium, 7:30 p.m., March 30

Gala Dance Concert (repeat performances), 8 p.m. in Dodd Auditorium, March 31 and April 1

Production of "Happy Days" by MWC drama students, 8:15 p.m. in Klein Theater, April 13-17

"Mother and Child—Paintings by Gari Melchers," a special exhibition at Belmont, April 16-May 15

Women's Tennis Tournament at The Battleground, April 22-24

Alumni Homecoming Weekend, "Diamond Jubilee," May 20-22

Gala Drama Season with the Fredericksburg Theater Company; "Annie Get Your Gun," "Bus Stop," and "Guys and Dolls;" Klein Theater during June and July

Soccer Tournament at The Battleground, September 10-11

Cross Country Race beginning at The Battleground, September 10

Anniversary Convocation: Celebration of 75 Years of Academic Excellence, 7:30 p.m. in Monroe 104, September 12

Faculty Colloquium in Trench Hill, 4 p.m., September 19

Family Weekend throughout campus, September 23-24

Women's Volleyball Tournament in Goolrick Gym, September 24

Phi Beta Kappa Lecture: Wendy Shadwell, New York Historical Society, "Nineteenth Century Lithographs," Monroe 104, 7:30 p.m. September 26

Lecture-Recital by Chamber Group from the National Symphony, date in September to be announced

Anniversary Academic Convocation, Monroe 104, October 10

Faculty Colloquium in Trench Hill, October 17

Phi Beta Kappa Alumni Lecture, Mary Crawford Volk, Tufts University, "Painters of the Romantic Period," 7:30 p.m. in Monroe 104, October 20

Women's Field Hockey Tournament, November 5-6

Phi Beta Kappa Alumni Lecture, Eva Topping, "Early Religion: Greek Christianity," 7:30 p.m. in Monroe 104, November 7

Drama-Dance Gala Production Commemorating the 75th Anniversary, in Dodd Auditorium, November 9-13

Anniversary Academic Convocation in Monroe 104 at 7:30 p.m., November 14

Faculty Colloquium in Trench Hill, November 21

POPS Concert by the College-Community Symphony Orchestra in Dodd Auditorium December 2

Third Annual Christmas With All the Trimmings in Monroe 104, 9 a.m.-5 p.m., December 3

Finale: Choral Concert in Dodd Auditorium, 7:30 p.m., December 3

(Please call or write the College ahead if you plan to attend any events, as last minute changes in the schedule may be made.)



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